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ABSTRACT

Five speakers of international prominence from around the world presented a program dealing with the research efforts of academic librarians and the effect of research on academic libraries in Australia and New Zealand, India, Russia, Africa (with an emphasis on Kenya), and the United Kingdom. This proceedings includes the following papers presented at the session: (1) "Research and Academic Librarians in the United Kingdom" (Stephen W. Massil); (2) "Research and Academic Librarians in Africa with Emphasis on Kenya" (James Mwangi Ng'Ang'A); (3) "University Libraries, Librarians and Research in India: An Overview" (P. B. Mangla); (4) "Research and Librarians in Russia" (Ludmila F. Kozlova); and (5) "Research and Academic Librarians in Australia and New Zealand" (Colin Taylor). Biographical sketches of the contributors are included. (Contains 74 references.) (SLD)

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RESEARCH AND ACADEMIC LIBRARIANS: A GLOBAL VIEW

Proceedings of a special session on International Librarianship held during the Sixth National Conference of the Association of College and Research Libraries, Salt Lake City, Utah, April 12-14, 1992

Edited by
R.N. SHARMA

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FOREWORD

Whether this Age of Information in which the world is said today to turn is simply a self-styled conceit concocted by those endoved with sufficient patience to deal successfully with a microcomputer or an accurate characterization of the post-industrial, post Cold War world, it remains vitally important for academic librarians to inform themselves as to the research being conducted in the areas that affect their libraries and their jobs, not just in their own countries, but globally. With this thought in mind, at the Sixth National Conference of ACRL held in April 1992 in Salt Lake City, Utah, the ACRL Research Committee sponsored five speakers of international prominence from around the world to present jointly a program dealing with the research efforts of academic librarians and the effect of research on academic libraries in Australia and New Zealand, India, Russia, Africa, with emphasis on the Republic of Kenya, and the United Kingdom.

The program presented in Salt Lake City turned out to be both interesting on its own account and stimulative experience for the participants and the audience of ACRL conferees. It is the sincere hope of the ACRL Research Committee that the publication of Research and Academic Librarians: A Global View, consisting of the prepared papers of the five international speakers who gathered in Utah in the spring of 1992 will help to

further broaden the numbers of academic librarians in the United States and other countries, whose appreciation of the role of research in the field of academic librarianship will be engendered or enhanced by this unique program as reflected in the works that follow.

Vicki L. Gregory, Chair
ACRL Research Committee
1991-1993

INTRODUCTION

Academic librarians have always helped faculty and students in their research needs. But research and publishing did not become popular with librarians until 1930s. It was Dr. S.R. Ranganathan of India who encouraged librarians and students of library science to do research and publish results of their investigations for the benefit of all professionals. In the United States, University of Chicago took the lead in research for librarians by awarding fifty Ph.D. degrees between 1930-1946 to librarians.

It was after the second World War that many librarians took research in 'librarianship seriously due to the rapid growth of libraries, their collections, introduction of technology and availability of funds for research. In 1972 academic librarians in the United States were given the faculty status. Since then, like the teaching faculty, academic librarians have been given all faculty benefits in many academic institutions including promotions, tenure, sabbatical leave, and research grants. They are required to do research and publish also. A few librarians are very active and are always eager to investigate and discover new facts where as other librarians are still not very interested in research and publishing.

It was due to these concerns that Research Committee of the Association of College and Research Libraries (ACRL) decided to invite speakers from all continents to find how academic librarians were doing in other countries. A special session was organized during the Sixth National Conference of ACRL held in Salt Lake City from April 12-14, 1992. Six well known speakers were invited to discuss the role of academic librarians and research, the rewards and impact of research and the success of academic librarians. The program was entitled "Research and Academic Librarians: A Global View." The speakers for the session were Ms. Ludmila Kozlova of Russia; Professor P.B. Mangla, University of Delhi, India; S.W. Massil, University of London, England; James Ng'ang'a, of Nairobi, Kenya; and Colin Taylor, University of South Australia. The sixth speaker Dr. A.L. Carvaho de Miranda of Brazil was unable to come due to unavoidable circumstances.

It was certainly a rare opportunity for American academic librarians to listen to the views of librarians from other countries on research and the status of academic librarians. It was the first time in the history of ACRL that speakers from all continents came to the United States to speak on the same topic and on the same stage in one Conference.

The proceedings of this special session includes all five papers presented during the meeting. In his paper "Research and Academic Librarians in Europe with emphasis on the United Kingdom," Stephen Massil has traced the historical and social factors that have affected the life and culture of universities in Europe. He has examined the requirements academic librarians have to meet through research and publishing for appointment; promotion and advancement. He has discussed the reasons why the scholar librarian is a figure of the past-and why in the United Kingdom librarians have not enjoyed equal standing with the teaching faculty, and not significantly rewarded by the employers.

James M. Ng'ang'a has given the historical background of Universities in Africa with an emphasis on Kenya. He has discussed the development of research in academic libraries and given a clear picture of African countries which have successfully encouraged academic librarians to do research and have given them the faculty status. He concludes that the situations in many African countries is still gloomy due to poor facilities, lack of resources, inadequate staff, and not enough funds for academic librarians but the trends are there for a bright future.

Professor P.B. Mangla in his paper describers the development in institutions of higher learning and their libraries in India. He deals with the faculty status of librarians and the role played by Dr. S.R. Ranganathan in research and publishing for academic librarians. He has also discussed research activities of librarians, their qualifications, and the present status. The quality of research and publishing in India by librarians has also been discussed and suggestions to promote research and publishing have been included.

Ms. Ludmila Kozlova in her paper has discussed the status of research and librarians in Russia. She has given examples of different type of academic libraries and librarians because the system of education in Russia is different than that of Western nations. She has shown how the research librarians working in the Russian State Library conduct research on different aspects of librarianship. Troubles in the USSR, inadequate budgets and poor salaries of librarians have been mentioned for the slow progress in achieving all goals.

Colin R. Taylor has discussed results of a survey of all university libraries in Australia and New Zealand carried out in 1991 for this presentation. In his paper, he has given a short history of University libraries in both countries, has identified the proporation of librarians active in research and publishing, and sources of funding to support research in both countries have

been identified. Mr. Taylor has indicated that much of the research by librarians in Universities is of the developmental "try it and see" type. His paper suggests that academic librarians in Australia and New Zealand need to do better to gain recognition for funding for research.

I had the pleasure to chair this important and historic session during the ACRL Conference. The success of the program was due to our team work. Cathleen Bourdon and her staff at the ACRL headquarters was very helpful. All speakers were excellent and delegates who were in attendance spoke very highly of them. The program was made possible due to the financial help given to the Research Committee by Air India, Air Aroflot, Jerry Alper, Inc., Blackwell North America, Delta Airlines, EBSCO Subscription Services, Data Research Associates, Kenya Airways, Ohio State University Libraries, Public Affairs Information Services (PAIS), Quantas Airways, and C. Walter and Gerda B. Mortenson Center, University of Illinois at Urbana-Champaign. I would like to thank Mr. Paul Nauta, former Secretary General of IFLA for his help in selecting best speakers for this special session of ACRL. Ms. Regina Edgerson, my Secretary worked very hard to type the manuscript for publication purposes and my thank you to her for this contribution. Dr. Charles Townley, Immediate Past Chair and Dr. Vicky Gregory, Present Chair of the Research Committee of ACRL encouraged me to make all arrangements for this special program and my special thanks to them for their help and cooperation.

B.N. Sharma

Evansville, Indiana
January 1993

RESEARCH AND ACADEMIC LIBRARIANS IN THE UNITED KINGDOM

Stephen W. Massil

"I have been aware of the changing image of the university librarian from that of a scholar acting as administrator to one of a manager basing his actions on the basis of a scholarly background"

My quotation from an article by K.W. Humphreys is dated 1974 and the situation of the scholarly librarian has receded still further over the years since then. Dr. Pafford, Goldsmiths, Librarian at the University of London until 1967, is also known as the editor of The winters tale in the Arden edition but few British librarians since then have supplied such a niche, with the exception of the poet Philip Larkin but his is another arena.

The literature is remarkably blank so far as the standard indexes of British librarianship are concerned: the topic "research activities of academic librarians" is not featured and any trawl of such terms as 'academic research', professional development', 'scholar-librarian', 'staff development', 'roles' or 'functions' of academic library staff, produce extensive results (which will be explored further to show just where research and development energies are directed) but none showing interest or a thrust of what I take to be the theme of this session. The concept of scholarly research and the function of librarians is developed only in the writings of such personalities as Humphreys, Ratcliffe, Foskett and others.

librarians of the older generation, and Ratcliffe in particular (in the course, primarily and characteristically, of contributions to festschriften in honour of notable individuals) speaks forcibly on the subject. In other sources, including the substantive textbooks and animadversions on university librarianship, university library management and the like, remarks are fugitive so the net impression is that the topic just does not arise; it is ignored and not with any sense of disparagement, just as something that does not happen and for which there is no room on the agenda. Where there are references, the subject is alluded to as part of an old debate reflecting an outdated discussion although the position is recognised as a time-honored starting point for the consideration of the function and background of the graduate recruit to the academic library staff.

One recent exception has been a treatment of the subject in an otherwise 'trivial'survey of the seven deadly sins of librarianship' in our Library Association Record under the heading "Envy: or the desire to be a scholar" (Wills) and both Ratcliffe (1991) and the ensuing (minimal) correspondence in the journal took this essentially dismissive and negative viewpoint to task.

Another quotation from the 1970s stands out like a beacon "Academic librarianship without scholarship is a nonsense"

(Thompson, 1977 quoting a private communication from Ratcliffe) but where there is time for it at a time of constant struggle to secure resource is difficult to discern and means that scholarship founders where also real library work is hard to sustain.

The exploration of this theme naturally requires a review of the pattern of academic library development in Britain, the place and function of libraries in academic institutions, the background of developments, circumstances and conditions of academic life as they have affected library operations in the past thirty years; their present situation, and staff education, expectations, roles and duties. The scope for scholarly activities, as well as a review of such activities and the rewards or otherwise of scholarship and contributions to it has to be set in a broad panorama.

ACADEMIC LIBRARIES IN BRITAIN

Academic libraries in Britain have a long history going back to the two medieval universities in England (Oxford and Cambridge) and the four pre-reformation Scottish universities (St. Andrews, Edinburgh, Glasgow and Aberdeen); following the setting up of the (Federal) University of London, and Durham University in the 1820s and 1830s, civic universities grew up in the major industrial cities of late Victorian England (Birmingham, Manchester, Leeds and Liverpool) endowed with, and attracting

major collections for libraries from the 1880s onwards. In the twentieth century, city colleges in such cities as Bristol, Nottingham, Leicester, Hull, Sheffield, Southampton and Exeter first started as institutions offering external degrees of the University of London, they subsequently became independent universities before and after the second world war. The recent expansion of the university scene in the second half of the century has seen the creation of new universities based either on a group of existing Colleges of Advanced Technology (Loughborough, Aston, Bradford, Salford, City of London, Strathclyde and Brunel) or the establishment of new institutions (Sussex, East Anglia, Kent, Stirling, Lancaster, Essex, York, and Bath) starting in the 1960s. The expansion of higher education from the mid-1960s brought into being a group of vocational polytechnic institutions, often by the amalgamation of existing (technical or arts and music) colleges and institutes, although the first 'Polytechnic' established in London in 1839 has now a venerable history behind it.

Despite the number of institutions, the numbers of students involved is not very large compared both with European and American institutions, and nor are the libraries particularly large in American terms (only the Bodleian at Oxford and Cambridge University having over 3,000,000 volumes, and Manchester, Edinburgh, Leeds, Glasgow, and Birmingham having over

1,000,000 volumes besides the University of London Library itself and one or two of the college libraries that are members of the university).

My references include a range of reviews and perspectives on the development and standing of British academic librarianship of the past twenty years and the following (including the reports of two Australian visitors) give a good general overview of the matters now briefly summarised: Bryan (1976), Bagley (1977), Baker (1992), Burrows (1989), Higham (1977), Line (1986), SCONUL (1985, reviewed by Peacock, 1986), Smethurst (1980), Thompson (1977).

From a viewpoint at the end of 1991, academic library development in Britain since the 1960s has three points of reference where both institutional affairs in general and library affairs in particular have been cardinally affected by government policy and economic crisis:

> -the Robbins report of 1963 followed by the Parry report of 1967 and the establishment of both new universities and the polytechnics of the late 1960s and early 1970s: an era of expansion, establishment and growth of institutions, large-scale support for higher education and funding of libraries; collection-building to make up for the short-falls of the post-war period, and the building of new libraries on many campuses; creation and growth of library schools and the professionalisation of the academic staff of libraries;
>
> -the breakdown of this development from the mid-1970s culminating in the large-scale reductions of the early 1980s, deliberate reductions in student numbers (and the protection of 'the unit of resource') and reductions in staff; introduction of computer systems; university libraries probably registered the change of economic climate earlier than the rest of the university through the debate

over the Atkinson Report and the ease with which library budgets could be cut and staff numbers reduced at the clerical level;

-the continuance of this trend even during the otherwise economically booming years of the 1986-1988 period when government policy through the workings of the Jarratt Report imposed new approaches for both management and funding of institutions and gave no relief to libraries in an era of restructuring and of access to new sources of funding; the phase now coming to an end includes the shift of emphasis indicated by the replacement of the long-standing University Grants Committee (UGC) (established in 1919) as the intermediary between the Government through the Department of Education and Science, having fundamentally an 'academic' face and a university-majority, by the University Funding Council (UFC) which is distinctly more of a government institution per se with an interest in directing policy for universities and having a majority of non-academic members drawn primarily from business, commerce and industry; at the same time, the binary structure of British higher education (devolved upon the universities funded through the UGC for teaching and research, and the polytechnics funded through local municipalities and the Polytechnic Funding Council (PFC) for primarily teaching and vocational training giving degrees under the Council for National Academic Awards (CNAA) with latterly a growth of research activities too) is about to dissolve with the proposed integration of the UFC and the PFC (already housed in the same building) under a single funding agency which in future will cover the funding of universities, polytechnics (shortly to be free to call themselves 'universities' with appropriate statutes and status) and other colleges of further education still under autonomous existence across the country (primarily Colleges of Education and the like)

-the view on the eve of a Parliament General Election is of a probable (unofficial) three-tier structure and competition amongst a select group of the older and richer research-based institutions for 'research-funding', a group of lesser institutions held to be strong on teaching rather than research, and a third group of still vocational institutions with a commitment solely to teaching undergraduate courses.

Clearly, between 1960 and 1990, there was a great increase in the number of academic institutions in Britain and a concentration of library development; the shifts of financial

climate outlined above (Baker's 1992 paper on the current funding of British university libraries and the predicament they face in trying to secure funding is the most uptodate of a series) are not the whole story and the condition of most institutions, libraries included, while critical is not without positive features and successful achievements in terms of ongoing services, strength of resources and commitment of staff.

Other matters to indicate as part of the background over this period include:

-creation of the British Library in the period 1969-1973 by the integration of existing institutions (the British Museum Library, the National Lending Library for Science and Technology, the Science Reference Library, the British National Bibliography and the transfer of the funding activities of the Office for Scientific and Technical Information (OSTI) to the new British Library as its Research and Development Division), with also the subsequent incorporation of the India Office Library & Records in its Oriental Division;

-growth if the Standing Conference of National and University Libraries (SCONUL) as the forum of academic librarians in Britain and Ireland with a permanent secretariat and a strong committee and interest-group structure (recently much-diminished), a parallel Council of Polytechnic Librarians (COPOL) has also come into being and now, with the breakdown of the 'binary divide' there is the likelihood of some form of structural integration of the two bodies;

-establishment of the Consortium of University and Research Libraries (CURL) amongst the largest academic libraries in the UK;

-tremendous decline of public library service experiencing more drastically the inpact of government cutbacks of the last ten years;

-initial growth of new library schools and educational programmes leading to the professionalisation of academic library staffs to an extent unthought of before the mid-1960s;

-availability of funding for library and information, and library school research projects and research;

-introduction of library automation for housekeeping, consolidation of library automation projects and suppliers of systems and services (e.g. BLCMP, SLS, and the intervention of Geac, OCLC, DOBIS-LIBIS, VTLS, CLSI and other systems/utilities); and the growth and networking of information (IT) based services;

-growth of the information market and development of income-generation or cost-recovery measures to offset decline in central (government) funding;

ACADEMIC LIBRARY STAFF QUALIFICATIONS AND STRUCTURE

It is in the discussion of qualifications as the starting point for recruitment of graduates for employment in academic libraries and indirectly in terms of education and career development that the question of the scholarly role is given the fullest airing:

-"a graduate with high academic qualification...is essential to the scholarly work of the university", and,
-"primary emphasis on appointment is always likely to be laid on their academic quality"-Ratcliffe (1970); and,
-"proven academic quality is an a priori desideratum for academic acceptance and parity"-Ratcliffe (1972);
-"the need for very good graduates from a conventional 'scholarly' discipline at a senior level, who having gone through the same educational process as those they serve, have a clear understanding of their needs"-Smethurst;
-"a working interest, perhaps a practising research interest in an academic subject other than librarianship" - Anderson;

Mention has been made of the almost comprehensive professionalisation of the staffing of academic libraries in the

last thirty years. The course of this transformation to a fully professional and graduate profession is charted by Baker (1989) in his contribution to the essays in memory of Philip Larkin writing at the end of the process; Ratcliffe (1973) and Jones (1977, making comparisons of British and North American practice and attitudes) and others show concern at the course this process was taking in medias res and warned of the deleterious impact on the scholarly fibre of academic librarianship.

At the outset, when there was only the School of Librarianship and Archives at the University of London offering post-graduate Diploma courses and the system of qualifications and courses offered through the Library Association, academic staff entered libraries following their university degree having taken the London diploma; this was recognised by the Library Association and taken as the equivalent for registration as a 'chartered librarian' for those wishing to take up membership as Associates of the Library Association (ALA). In many instances academic librarians did not necessarily have either the diploma or the ALA qualification at this time but entry for suitable graduates (with a 'good' degree and possibly a higher degree at Masters or Doctorate level) was at the bottom of the academic scale. Tenure was virtually automatic and dependent only on a probationary time-period and this has not changed; progress beyond the 'bar' at each grading has to be earned by experience, achievement, merit, and other criteria for promotion.

What has happened since the mid-1960s with the establishment of further university-based postgraduate Departments of Librarianship and Information Studies, and the establishment of Departments at the Polytechnics offering both under-graduate and post-graduate courses (and the withdrawal of the Library Association from direct involvement in the process) has meant a growth of professional training and an expansion of numbers entering the library profession. The specific implication of this shift of emphasis has been seen as the loss to academic librarianship of an effective scholarly involvement of staff whose pursuit of professional qualifications has been at the expense of scholarship and commitment to the scholarship of the institution. The graduate taking the post-graduate diploma in librianship has not also been able to go on to undertake a higher degree in an academic subject, and contrariwise, the doctoral student has not also been in a position to, or interested in, undertaking the librianship diploma. (The fact that students can normally expect to receive only one grant for higher educational courses inevitably limits the scope of individuals in choosing which course to follow when embarking on a career).

This growth of professionalism and expansion of numbers entering the profession has been accompanied by the growth and then reduction of posts in academic libraries and a consequent down-grading of the point of entry into the academic staff

structure. Where the Library Assistant level was seen as the pre-Library School starting-point for unqualified and training grades of staff, with the loss or at best, the downgrading of posts under pressure of underfunding, graduates and others with qualifications have been obliged to apply for and stick with the non-academic grades. The alternative to tenured posts at both (Senior) Library Assistant and Assistant Librarian level has in the last two or three years, been a great increase in the number of temporary and contract posts (which have the additional advantage to the University of not being superannuated and subject to pension rights).

The staff structure in academic libraries includes the following dimensions:

-Librarian (Grade 6 - professorial);
-Deputy Librarian (Grade 6 in the largest institutions, or 5);
-Sub-Librarian (Grade 5 - senior lecturer level);
-Assistant Librarian (Grades 1/2-3/4 - lecturer and assistant lecturer);
-Library Assistants (Clerical grades 2-5).

Academic library staff structures are known as 'Academic related' and they assimilate more or less straightforwardly to the equivalent academic and senior administrative staff grades which are applied in all universities in the same way. This is one of the achievements of the Association of University Teachers (AUT), the trade union to which most academics adhere and which academic library staff are eligible to join and by this means can

further confirm their response to the academic calling. The AUT has fought hard to ensure the continuance of the 'academic-related' scales (giving parity for librarians and senior administrators with faculty members). The 'bars' indicated between AR1/2 and AR3/4, are however, still contentious in that flexibility of promotion above the respective bars is more difficult in libraries than in academic departments.

One of the pressures of recent years has been the attempt by the government (intent on opening the 'market' in universities to competition) to withdraw from the notion of national salary scales so as to allow universities to negotiate their own salary agreements with their staffs. This has been resisted by academics and the unions involved. Recent salary-awards have however included an element of 'discretionary' payments under which a percentage of the total salary fund has been allowed for local discretionary increments to take individuals beyond the top-point of their scale, reward for special work and other additional responsibilities; and their is a feeling that librarians have not benefitted from these discretionary payments as much as individuals in academic departments.

A response to the limitations on promotion, downgrading of recruitment and lack of general opportunities and a corollary of the professional emphasis itself has been a steadily increasing concentration on 'continuing professional development' studied

comprehensively by Jones (1977) in a comparative survey and put into currect perspective for academic libraries through a recent study by Roberts & Konn (1991). The reactions to and against continuing professional development recorded by Jones are reflected also by general reactions to the state of academic research activities by academic library staff.

ROLE AND FUNCTION OF ACADEMIC LIBRARIANS

The hierarchical administrative structure of universities and of university libraries prevalent up to thirty years ago has given way to a more mixed system under increasing pressure of greater democracy in action and more participative and communicative systems of management. Higham (1980), Thompson & Carr (1987), Anderson (1979) and Fairhurst (1979), and Line (1986) more sceptically, survey these developments and reactions to them. The problems of management have come to reflect the much greater complexity of administration, organization and provision of services, and the increasingly intractable problem of securing budgets for operations in competition with other departments in the university, compared with the pre-Robbins era - but the older generation of librarians would insist that the complexity is only a difference of degree and not of kind, all the same features applied before and were mastered in the scholarly stride. One should say that departmental work has intensified and the process of democratisation does involve more

than just the chief librarian serving on committees and the like; there is less scope nowadays for that departmental teaching role and supervision of students at Assistant Librarian level than before, less time for the scholarly pursuit as part of daily work.

With the general reduction of national funding, there has been reliance on securing of research council funding and the boosting of departmental income through research funds (of which there is not necessarily a 'library' component so that library budgets have become stretched by the pressures of success in other departments in maintaining their size and activities. The library is reduced to its own forms of income-generation - such efforts require great concentration and ideally also require a new strata of staff but in practice, these activities devolve upon already hard-pressed staff: under the staffing cuts of the early 1980s while it was not possible to do without subject specialists at the middle rank of staff, it seemed invariable that posts of deputy-liberian would be sacrificed when vacancies arose (as they did such that new appointees as (chief) librarians have recently not necessarily served as deputy [a matter of recent concern to SCONUL giving emphasis on experience for new librarians] where now a deputy could give focus to the income generation side of the operation). Lack of a deputy has been accompanied in any case (under the thrust of the Jarrett Report

and intensive thinking on management) by the introduction of new management-styles for libraries in the context of new-management styles for universities.

One sign of the times and, despite the status of the University Librarian, of the erosion of his authority and power, is the lack of direct access to the Vice-Chancellor compared with that enjoyed 30 years ago, and in the new universities in their early days when the second appointment made after that of the Vice-Chancellor was often that of the foundation librarian; this reflects the increasing complexity of the Vice-Chancellor's role, the growth of layers of administration in the university, the diminishing funds available and the essentially embattled position of heads of all departments intent on securing adequate budgets.

There has been a shift from an emphasis on collection building, provision of resources and expertise, to highlighting services to users, concentrating on this in an environment where a range of complementary activities have to remedy shortcomings of provision, and making this the criteria by which the library's achievement should be judged.

RESEARCH IN LIBRARIANSHIP

Research and development in librarianship and information studies in the last thirty years has formed a substantial part of the general range of library development in Britain. These have

been reviewed by East, Lynch, Maguire and Moore among others and the general body of such research where not locally generated has been funded through a variety of channels. Some sources of funding have already been indicated: OSTI and the British Library Rⅅ ASLIB, especially in the area of special libraries; the Department of Education and Science (DES) Libraries' Division (the Office of Arts and Libraries); the various Library Councils for England & Wales, for Scotland; the Library Association itself; the British Council, the Medical and Scientific Research Councils in some instances; the British Academy. Major centres of research in library and information studies have been active and based at universities and polytechnics:

-library management research at Cambridge and then Loughborough;
-operational research technique as applied to libraries at Lancaster,
-library automation developments at Birmingham, Newcastle, Southampton, Bath and Loughborough; at City, Polytechnic of Central London and the Polytechnic of the South Bank, all in London.

In common with other academic departments, schools of librarianship have been notable for undertaking research as a concomitant of teaching and Sheffield and Strathclyde Universities, Leeds Polytechnic, the College of Librarianship Wales and the Polytechnic of North London have proved to be major centres too in this respect.

The funding therefore has been available and the publishing outlets; these range from learned library journals, librarianship

journals of the respective associations and their groups, library school publishing programmes, research report series of sponsoring organizations, commercial publishers such as Library Association Publishing, Clive Bingley, Gower, Meckler, Mansell and the British Library itself. I have listed a selection of general and more specialised publications of particular note showing both those receptive to scholarly work and library and information research. Munn has edited a comprehensive listing of all the BLR&DD reports up to 1988. Some universities publish their own 'Reviews' in which contributions by librarians occasionally appear but it is an indication of the situation that new librarians do not customarily give an 'inaugural lecture'.

The personnel with appropriate skills and competence are also available, and the congenial environment and receptivity of the profession to undertake and to incorporate fruits of research. It is also true that 'library and information science is unusually receptive to the multi-disciplinary approach' bringing together interests of specialists in many disciplines that library schools in concert with other academic departments can afford. Surveys of activities, monitoring and self-examination which form the substance of many projects pay large dividends in terms of effective and efficient services deriving from them.

SCOPE FOR SCHOLARSHIP

I have dwelt at some length on the condition and constraints upon university library activity and functions during a prolonged period of depression, reductions, policy constraints and new management styles and directives. It is time to draw some of the points together and to see where scholarly activity remains a strength and opportunity, and also to see where the skills, energy and enthusiasm for scholarly activity have been channelled in new directions.

The annual reports of the various university libraries are variable in their form of presentation some still retaining a formality and sense of continuity that befits a traditional scholarly organisation retaining a sense of purpose and achievement, others reduced to typescripts without spine or much content beyond a brief resume of the year's funding, processing and collection statistics. Those with any sense of formality and propriety still also list staff activities and publications. These show where there is personal membership of committees by library staff within and outwith the univereity, in their professional and scholarly capacities, and also give an indication of the publishing range of staff. About 40% of such publications relate to internal processes of the library (guides, reviews, project proposals, course literature) or, more importantly, to other library work where the university library

works in conjunction with cathedral and other local historic libraries, but of the rest there is evidence of a range of activity, for the most part by senior staff but not entirely (and in some instances, the same names recur from year to year):-

> contributions to library and information journals and conference papers presented and published;
> reviews;
> textual and literary contributions to society publications in English and other literatures;
> printing history and other 'book' subjects;
> genealogical studies;
> local historical societies and topics;
> local and regional historical and bibliographic studies;
> cartographic studies;
> bibliography'

The distinction is drawn between <u>scholarly work</u> that supports and arises out of the nature of the library's collections, and <u>research work</u> that draws upon the professional skills of the staff in revieving and providing (new) services and analyses of work methodology, often in a merely mechanistic way. An academic library ought as a matter of course ensure that its own operations are kept the subject of continuing review both on grounds of efficiency and cost-effectiveness, and to ensure that it maintains the highest level of service, awareness and self-improvement. In so doing it will ensure that it maintains its place as a paramount organ of the university.

Where cataloguing used to be the focal activity of the academic librarian, subject specialisation has been the touchstone of modern scholarly librarianship. (Humphreys

(1967) early on and others have written extensively on this); it is where the librarian maintains awareness of materials and research in a given field and ensures a responsiveness to the needs of academics in the institution active in their turn as teachers and research scholars. Such work is limited in an age of economic depression when collection building is hampered by serious lack of funds and where immediate needs have absolute priority over subject needs - and, where book funds are largely in the hands of academics rather than the librarian, gaps will inevitably appear in collections as current academic specialisms prevail over long-term collection-building. In principle, academic library staff are recruited for subject background as much as for professional skills but at a time of enforced reductions of staff (so that the more easily displaced library assistantships are eliminated) subject staff are involved more heavily than they ought in routine 'clerical' work.

In the age of automated cataloguing, cataloguing itself and to some extent subject classification, is also reduced to clerical routine and this too cuts the subject specialist off from direct contact with materials that was the hallmark of the older generation of academic librarianship.

Only in libraries where there are major specialist collections - manuscripts, rare books, historical materials, area and cultural studies materials, music, art - is cataloguing a

major academic priority; where current subject collections are used extensively in research at doctoral level, there also remains a primary scholarly role for the librarian, otherwise no longer.

Given the problems of conservation in the larger and older libraries, management of books, manuscripts and archival materials also figures largely in the scholarly range of library duties - it was the occasion of a paper on preservation in which Ratcliffe delivered the latest of his deliberations on the scholar librarian where he said:

> "Perhaps the proper concern of librarians today should lie not with the possible demise of the book, but with the gradual disappearance of the 'bookman' from the library" (1991);

and, regarding the role of the scholar in the library, having a:

> "particular relevance in the context of preservation awareness: of all professional librarians, these 'bookmen' knew about books and the need for conservation. They were the ones who pursued historical bibliography, promoted the private press movement, recognized the historical importance of bindings, and were dismayed by the decline in the quality of book-production through such advances as perfect bindings" (1991).

One activity that has grown in recent years is user instruction where, especially in Polytechnics, considerable effort has gone into enhancing the library's instructional role and where the dividing line between teaching and service to users is easily crossed. Another concerns library exhibitions which, based on special collections and the like, give staff a chance to

deploy skills in handling materials highlighting historical and local anniversaries, or conservation problems.

The introduction of computer systems has absorbed a vast amount of time and energy over the last twenty five years. It has fostered increased cooperation between individuals and libraries, between librarians and computer managers, and schooled its practitioners in new skills and practices; it has also attracted considerable research funding and project support and has developed a respectable corpus of knowledge in its own right. The impact of automation on library services and procedures has been considerable so that training in respect of automated systems and the accession of IT activities in general has made a major focus of recent continuing professional development for staff. It has nurtured a new field of endeavour (and drawing upon deep layers of scholarly application) for librarians applying themselves to systems analysis and added a department to the management structure of the library. Reports of projects and developments are regularly covered in Vine and Program.

OTHER OUTLETS

Examples of other outlets for research activity are consultancy projects for such bodies as the British Council and the Overseas Development Administration (ODA) which directly and indirectly serve Britain's programme of overseas aid both to countries in the Commonwealth (e.g. Nigeria, Kenya, Malaysia, and

in the Caribbean) and in general (in particular, in the Middle East and Indonesia). Where library development overseas is concerned, British academic librarians from university and polytechnic backgrounds, libraries and library schools, have been prominent in this work, and they have participated quite fully in similar work for Unesco, even despite the recent long period since Britain withdrew from Unesco's general programme. The study by Carpenter Davies Associates (1991) explores the UK professional resource in great detail and identifies a considerable range of specialist areas of application in library and information science (library automation, cataloguing, collection management, building planning, etc) as well as key areas such as strategic planning and management at national and local levels, staff development, market research and networking. What perhaps gives the current tone to the survey is the statement:

> "The importance of overseas work for library and information services as a means of professional development for staff, establishing overseas links and of developing corporate reputation were advanced as reasons for interest in overseas work...The trend, however, is for an increasing number of academic staff to be required to win paid work for their institution."

The European Commission has also involved British librarians in a wide range of library and information projects and current initiatives include a series of schemes of cooperation between institutions of the original EC signatories with partners in the

newer members (e.g. collaboration between libraries in Britain with those in Greece or Portugal) and between partners in the West and Eastern European - Poland, Romania and Hungary. These projects involve groups of staff rather than just individuals working as local consultants.

The British Library requires consultant's work for its own new programmes alongside the R&DD function already mentioned, and many individual organisations invite consultants to advise them on developments, e.g. the Library of Lambeth Palace (the Archbishop of Canterbury's official home), the Wellcome Institute for the History of Medicine.

The role of the Library Councils has also been touched upon; their activities also draw on individual consultants.

Reference should also be made to the various interest groups of the Library Association, other professional bodies (SCONUL, COPOL, Aslib), and organizations such as the MARC Users group and organizations working closely with the book trade, whose organizational and committee structures involve academic librarians along with others and for which work of a professional nature is undertaken voluntarily (and with the support of the individuals'libraries) to further particular needs and roles: specialist groups in the fields of Art, Music, Law, Medicine, Orientalist and other area studies; the Rare Books Group and the Library History Group fit this picture, also the more generalist

University, College & Research Group; and the Catalogue & Index Group at work throughout the last twenty five years involved with the new cataloguing and MARC formats, filing rules and automated systems, the design of OPACs and strategies for use of on-line systems, a focus of research and sounding board for the more research oriented programmes of the Library Schools and other organizations mentioned earlier. Activities in these areas (and in union affairs, although of course, only one or two members represent their colleagues at national meetings of the appropriate union bodies) serve with the other indications of a greater profesionalism to confirm that there is no lack of opportunity by which academic librarians are able to develop their skills.

THE MODERN SCHOLAR LIBRARIAN

The argument set forth above shows both the predicament of the library and the university in holding their own as viable institutions in what has become an extreme economic and political climate and the constraints on the librarian as an individual. The work of the librarian continues unabated and is subject to a range of pressures and opportunities. Under this growth and expansion, the demands put upon a 'manager' challenge and supplant the traditional view of the librarian as scholar. The professional nature of the work, the research-driven developments that underpin library policy-making absorb much time and manage-

ment attention; they also give every opportunity for continuing development and insights but they consume much of the time of hard-pressed staff also straining to meet service-demand. Stress in library work is very apparent and the rewards themselves for individual interests are hard-won, more personal than customary. Merit and achievement earn recognition but scope for formal promotions remains narrow.

As well as the University Librarian's annual report referred to above, indications regarding scholarly research activities, or the lack of them, can be drawn from both particulars of posts advertised and 'conditions of appointment' of academic staff, and from interviews (where, in my own experience, the question does get asked). Apart from the general requirement of a 'good degree'in the post-particulars, and space for recording a list of publications in the application, there is a surprising lack of any formal requirement for research interests, nor does there seem to be to be any guidance on the subject in the guidelines for promotion/incremental submissions and the documentation accompanying appraisal practices; nor is there any specific reference to it in approved study leave conditions. The appraisal and other guidelines do make reference to continuing professional development needs and interests that arise from appraisal exercises (they are usually seen as a token recognition of promotion-worthiness where promotion itself is inevitably

deferred). There is more likely to be reference to scope for leave (and even financial support) where formal higher qualifications are being pursued.

Academic library staff enjoy parity with their academic colleagues and benefits of social and academic relations in the Staff Club and at departmental committees, at Boards of Study where library interests are not neglected, are not to be underestimated; involvement in book selection and the inevitable problems of negotiating reductions in periodicals subscriptions put the librarian on his mettle. These relations are all 'part of the job' as are any contributions to library instruction and bibliographic assistance (where small gratuities and honoraria are allowed) for major activities of the academic department concerned.

The 'image' of the academic librarian suffers, however, because of the increasing polarisation of activities and the competition for funding and the increasing need to meet management targets diminishes the library as a 'department' of the institution. Promotion and discretionary awards are more rigorously applied and these are increasingly circumscribed by job descriptions (upheld by both management and the unions) for Library Assistants which also have a contributing force for the academic-related staff too who have had increasingly to double up their work for lack of 'junior' assistance. There is reduced

scope for personal merit awards and promotion is increasingly dependent upon vacancies arising - and where these do arise, positions are often frozen and subject to re-structuring arrangements.

The general impression is that a higher degree would give academic librarians more credibility with academic colleagues than the Fellowship of the Library Association.

CONCLUSION

The record of professional achievements of British academic librarians at universities and polytechnics and schools of librarianship is extensive; publication of reports and studies continues unabated and conferences where discourse is presented and discussed proliferate. For the mostpart, these are worthwhile professional papers and the profession as a whole benefits considerably by their presentation and even as publications their impact on the course of library development is noteworthy. Set against the academic record and the institutional benefit their impact is not nearly so great. They are not subetitute for collection development and that grasp and direct exploitation of literary and scientific resources that underpins scholarship.

Inevitably, the pressures that turn a university library into a mere service department of the institution, and which require it to serve efficiency and cost-accounting claiming

resources only as one of several claimants on a diminishing good, have brought about a change in perspective as to the place of a library in the university. It serves an academic need but no longer claims wholehearted academic support; it is vulnerable because it is perceived as an expensive service having a high level of staffing, and expensive demands (on computer costs, sheer expenditure on materials, accommodation) that constantly obscure the true worth to the institution of the library service. It is held that the university library is 'the jewel in the crown' to be protected against the full weight of cuts, but it is also asked to be the goose laying 'golden eggs' in terms of chargeable services that can recover costs. The distraction of supporting such services, the loss of staff autonomy, and the need to concentrate on processing and housekeeping duties, has lowered the role of academic librarians in the eyes of academic colleagues. The library has generally become subservient to the academic goals of the institution rather than remained an equal partner in supporting the scholarship of the institution.

The tradition of the scholar-librarian survives only in the largest libraries (those of national stature in the Divisions of the British Library and the other copyright libraries) and to some extent in those of national stature such as the BLPES and the libraries of the Schools of Slavonic and East European Studies and of Oriental and African Studies at the University of

London and in the group of the largest libraries in the UK - at the John Rylands University of Manchester Library, at the Brotherton Library, University of Leeds, at Glasgow and Edinburgh Universities, and at other institutions where specialist materials and collections generate direct scholarly work by librarians. The annual reports of these and many other libraries record the fruits of scholarly work by members of staff whose undertakings go otherwise unremarked professionally but which serve directly the academic needs and development of their institutions and in a general way further the cause of scholarship.

On a personal note, I may record my own thanks for the opportunity to give this paper both to the ACRL for inviting me and to my librarian for unreservedly allowing it as the natural work of a member of staff at a university library in Britain today encouraging that "growth in professional knowledge and development" (Brever) necessary for a contribution to library research if not academic scholarship.

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I should like to acknowledge also the comments of colleagues at the University of London and at libraries around the country, at the AUT Annual Library Staff Meeting and elsewhere in private communication that have helped me develop this paper.

Research and Academic Librarians in Africa with Emphasis on Kenya

J.M. Ng'Ang'A

Introduction

It is a pleasure and a privilege to be among the international Librarians who have been invited to present papers to this Conference. The topic given to me is Research and Academic Librarians in Africa with emphasis on Kenya. In preparing this paper, I sought information from colleagues in Eastern and Southern Africa and West Africa. I received a good response from Eastern and Southern Africa, and only one from West Africa.

The growth of Universities in Africa begins with the adoption of the Asquith report in 1945 by the British Government. The objectives on establishing Universities in the British Colonies, indicated the report, was to create institutions to which the colonies, after the first stage of development, would look for the production of men and women with standards of Public service and capacity for leadership which self-role would require. The report recommended setting up of University Colleges which though they would not award degrees, would be provided with teaching strength, buildings and other elements of material background which would place them on an equal footing with the Western Universities.[1] Among the elements of material background was the University Libraries.

The first Colleges based on the Asquith report were established between 1946 and 1948 in Sudan, Nigeria, the Gold Coast (now Ghana) and Uganda.

In Kenya, University education until 1961 was offered at Makerere University College in Uganda. In 1961, the Royal Technical College in Nairobi was granted University College status and offered degrees of London University. In 1970, the University College, Nairobi became a full University and in 1972 Kenyatta University College was established as a constituent College of the University of Nairobi.

For a decade and a half University of Nairobi and Kenyatta University College remained the only institutions offering higher education in Kenya. In mid-1980's Kenyatta University College was upgraded to a full University and two more Universities were established, namely Moi University and Egerton University. The increase of Universities has resulted in an increased number of students and at present there are over 40,000 students in all Universities.

As Stanley Wade notes in his paper The Library in the University Community,[2] the central role of University Libraries in African Universities has been firmly recognised under the constitutions that establish the Universities. In Kenya, and the rest of Africa, the University Librarian is a full member of Senate and its major academic committees. The Library is

recognised as an academic department and senior professional staff are employed under the Academic Terms of Service. As such, Librarians are expected to undertake research in addition to performing their other professional functions.

In African Universities, research is seen as a major function of the University. The purpose, logic, content and method of research in African Universities was extensively discussed in a Conference on African University Tomorrow, in late 1960's and there was overwhelming consensus that research was complementary to teaching. The legislation establishing African Universities emphasize the function of discovery, transmission, and preservation of knowledge as a major activity of the University. Section 4(i) (d) of Kenyatta University require the University:

> "to participate in the discovery, transmission, and preservation of knowledge and to stimulate cultural and intellectual life of the society."[1]

With this background, we shall now look at issues related to Research and Academic Librarians.

RESEARCH AND ACADEMIC LIBRARIANS

The discussion that follows, rotates around a number of questions which I was asked to discuss, namely, whether our librarians have been active and successful in research and publishing; the kind of support and encouragement academic

institutions give to their librarians for this activity, the percentage of librarians engage in research and the type of topics which are popular with researchers. I am also required to discuss the role technology plays in research as well as secrets for success in research if any or reasons why they have not succeeded.

As indicated earlier, librarians working in University Libraries have academic status and as a result they have to publish to comply with the full implications of academic status. In Ghana and Nigeria this requirement has been well complied with and librarians have undertaken research and published in both local and international journals.

In Eastern and Southern African Region, research and publishing is not as extensive as it is in the West Africa. There has been some amount of publishing of articles in the local Library Association Journals which are published irregularly. A number of University Libraries have also published in-house occasional documents mainly bibliographies. The bulk of publishing however has been in the form of Proceedings of Conferences, Seminars and Workshops published by the local Library Associations or by the German Foundation for International Development.

On the whole all Universities give support and encouragement to their librarians to undertake research and publish. In each

University there is usually a Research and Conference Travel Grant Allocation Committee which considers and grants research funds to all those who apply, including librarians, provided they have a viable research project and of course this is subject to availability of funds. Librarians are also encouraged to seek financial support from research funding agencies such as Kenya National Science Council or the International Development Research Council (IDRC). Unfortunately, not many librarians have taken advantage of such funding.

In accordance with their "Terms and Conditions" of employment, academic staff are expected to take sabbatical leave every three to five years depending on the rules of different Universities. Staff wishing to take sabbatical leave have to produce research project they wish to undertake. University Librarians are also eligible for such leave. In the University of Zimbabwe several staff have been enabled to take such leave. While on sabbatical leave, they are also provided with financial support for research assistance and acquisition of documents. The University Librarian, like all University Professors, is given an annual research grant.

As is emerging in this discussion, the number of librarians engaged in research is very small and varies form nil to about 5% of the librarians in different Universities.

Where research has been undertaken one finds that the most popular topics include bibliographical control; user needs surveys; historical development of libraries; book production; publishing and acquisition; rural librarianship; school librarianship; information needs to unsighted and manpower training and development. One or two librarians have ventured into none librarianship topics. The Kenyatta University Deputy Librarian P.N. Ndegwa undertook research in the problems of house maids and published in her findings a book entitled "Maids: Blessing or Blight." She also contributes an annual article on Literature Publication in East Africa to the Journal of Commonwealth Literature. Libraries and Literacy has also featured as research topic in a number of countries. Development of National Information and Informatics Policies have seen a number of publications.

Use of technology in research has been minimal. Whereas in West Africa research and publications are a must for appointments and promotions, the situation in Eastern and Southern Africa is slightly different. In most Universities, research and publications have not been demanded although this situation is changing slowly. At Kenyatta University it has now been decided that this will be required for appointments or promotions to posts above Assistant Librarian.

As indicated, some amount of research and publishing has taken place, but it is safe to say that there is a lot of room

left. Consequently, one would not say whether we have been successful or not.

A number of reasons have contributed to lack of success in research and publication by academic librarians and in fact by all types of librarians in Africa. These include lack of well trained staff in research methodology, inadequate staffing at professional levels, lack of research facilities and resources such as equipment, literature, funds and in some institutions conditions and terms of service.

Lack of research tradition among the majority of senior University Library staff is perhaps the main hindrance towards effective research and publishing. However, to be fair to them let me hastily add that the problem lies in the way they were trained. Majority of them took their professional training in institutions where a research methodology course was never taught. This has led to a situation where many librarians are not able to write a viable research proposal. This kind of person is also not likely to give any leadership or guidance in research. Coupled with this problem, most libraries have inadequate professional staff who have to work long hours. Most libraries are open for 72 hours a week during term time. Due to staff shortage, it is not possible to release professional staff from their main library functions to undertake research.

Frustration by the University administrators in some Universities has been observed as a demotivating factor as the

following comment from a colleague and respondent to my questionnaire indicates:-

> "With regard to your inquiries, I very much regret to inform you that because of the continuing negative disposition of the University administration towards the Library staff vis-avis their conditions of service, our senior staff are so demoralised that their desire to publish has dropped to the lowest ebb."[4]

Luckily for us in Kenya this is not a problem.

One other demotivating factor is the fact that research and publications have not been demanded in most Universities as criteria for appointments or promotions. This situation is however changing.

Lack of funds for research is a major problem not only for librarians but for other academics as well.

There are very few libraries that are well supplied with technologies. And where they exist there are problems which render them less effective. In response to a questionnaire sent in 1988 to libraries receiving journal support from the American Association for the Advancement of Science (AAAS), the following statement summarises the situation very well:-

> "Of the 74 libraries that responded only about half of them had working photocopying machines at the time. Many of them had microfilm/fiche capability, but, as one Librarian reported <u>the equipment is available but not functioning because of lack of supplies</u>."[5]

A survey done by AAAS in 1991 on <u>Computer and CD-ROM capability in Sub-Saharan African University and Research Libraries</u>

indicates there is a minimal technological capability. A few University Libraries have one or two micro-computers most of which are used for the periodical sections of the libraries. Librarians appreciate the potential information technologies have but due to financial and other problems, it has not been possible to acquire them. This survey highlights the problems which those with computers have faced such as inability to choose the right hard and softwares, installation problems, maintenance, and lack of spaces. Most African Librarians lack basic training in computer knowledge. In this area, the problem of African Librarian has been well put by Wilson Aiyepuku in a paper to an IDRC Workshop in March, 1987:-

> "Third world information professionals and academics have to practice their professions against overwhelming odds that often force them to ponder the relevance of their calling in the face of monumental development challenges. The situation is exacerbated by the over-increasing tempos of change and advances in information related technologies. Among the developing regions, African countries are, without doubt the least equipped to evaluate and adapt such advances and change in the context of their developmental priorities."[6]

Aiyepuku adds that "..... they need help on a continuous basis- help that is designed to sharpen numerous blunt edges in the practice of the information professions in Sub-Saharan Africa." This situation is still true today and as the AAAS survey observes, the Sub-Saharan African Librarian still requires advice and training on issues pertaining to the acquisition, installation and utilization of micro-computers and CD-ROM drives.

Over the last few years, short courses on use of micro-computers and especially the use of CDS-ISIS software have been organised and within the Eastern and Southern African Regions there is a core of people with some basic knowledge. The future as far as training is concerned is bright. An M.Sc. course in information science has been started at the Universities of Ibadan and Addis Ababa. In Kenya a Faculty of Information Science has been established at Moi University while Automation Courses are taught at the Masters of Library Studies Programmes at Kenyatta University. A society known as KENISIS has been established with a membership consisting of librarians from institutions using the Unesco CDS-ISIS software.

Apart from having no information technology capability, the African University Libraries have another major problem of lack of current research material. Most libraries do not have current journals and they have not had them for several years. As B.U. Nwafor[7] observes in his paper "Funding for University Libraries in the Third World", the African University Libraries are <u>perched on precipice</u>. He goes on to say:

> "In fact, one could go a step further to say that the necessary factors required for the declaration of a Library state of emergency are in place."

With this kind of situation it is a wonder that some research has taken place.

In conclusion, I wish to mention that in spite of the gloomy situation explained above, the future is bright.

I hope this paper will motivate our American colleagues to sympathise with our problems and come to our aid as we struggle not only to undertake research and publish but also in providing an effective service with inadequate resources.

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UNIVERSITY LIBRARIES, LIBRARIANS AND RESEARCH IN INDIA: AN OVERVIEW

P. B. MANGLA

IMPORTANCE OF THE UNIVERSITY LIBRARY

A University is rightly described as a community where scholars and teachers are the head, students are the body and the library its heart. If the community is to perform its functions properly and efficiently its heart must then be strong and efficient in its functioning. Thomas Carlyle was not exaggerating when he described a "true university as a library of books." Sir Charles Robertson, a former distinguished Vice-Chancellor of one of the modern universities in England was expressing the same idea in another way when he said 'that if he were a dictator, he would reduce the time devoted to lectures to a third of that usually occupied by them and insist on the students spending three hours every day in the library.'[1]

In India the importance of library in university education has been often emphasized by educationists, librarians, scholars, education commissions and committees. To quote from the Report of the Radhakrishnan Commission on University Education (1950)[2],

> "The library is the heart of all the University's work, directly so, as regards its research work, and indirectly as regards its educational work which derives its life from research work. Scientific research needs a library as well as its laboratories, while for humanistic research the library is both library and laboratory in one. Training in higher branches of learning and research is mainly a question of learning how to use the tools, and if the library tools are not there how can the student learn to use them? President Truman's Commission on Higher Education

says, 'The library is second only to the instructional staff in its importance for high quality instruction and research.' Both for humanistic and scientific studies a first class library is essential in a university."

Similarly the Kothari Commission on Education in its Report submitted in 1966 further emphasized the importance of libraries in higher education. To quote:[3]

"No University, college or department should be set up without taking into account its library needs in terms of staff, books, journals, space, etc. Nothing could be more damaging to a growing department than to neglect its library or to give it a low priority. On the contrary, the library should be an important centre of attraction on the college or university campus."

DEVELOPMENT OF UNIVERSITY EDUCATION

Since the university library functions as an integral part of the University, its growth and development is solely dependent upon the growth and development of the educational and research programmes of the university as such. It would, therefore, be relevant to briefly describe the development of university education in the country.

Though the present university education system in India in a way has hardly any link with our ancient or medieval centres of learning yet it is essential to mention that such centres of learning did exist in the country since very early times. The Parishads or associations of Brahamins learned in Vedas and Dharam Sutras attracted a good number of students who were interested in acquiring knowledge. Later on well organized

centres of learning at Taxila and Nalanda in the North, Vallabhi in Kathiawad and Kanchi in South were great centres of learning in the country. Among other centres of learning may be mentioned Odentapuri, Jagaddale (both Buddhist) and Ujjain. Ujjain, the capital of Avanti, was noted for secular learning and specialized in economy and mathematics.

While some of these centres of learning in the East and South continued their work throughout the middle ages, the Muslim rulers encouraged the establishment of colleges (madrasas) at places such as Lahore, Ajmer, Delhi, Lucknow, Rampur and Allahabad. These institutions specialized in the teaching of subjects such as logic, astronomy, theology and natural philosophy. While most of those institutions have disappeared some still carry on the traditions of the old Madrasas.

During the British period up to 1857 several colleges and other institutions of higher learning were established by the East India Company and Christian Missions. Some of these institutions continue to play an important role in higher education in the country even today.

Sir Charles Wood's Education Despatch of 1854 has been described as "the Magna Carta" of the present day system of higher education in India. Amongst its several recommendations, an important recommendation was for establishing universities in each of the three Presidency towns of Calcutta, Bombay and

Madras. These universities were established in 1857 on the model of the London University. They were of the affiliating type and fulfilled only examining and inspecting functions. Later on two more universities were established: on at Lahore (now in Pakistan) in 1882 and the other at Allahabad in 1887. These also performed the functions of affiliation and examination.

DEVELOPMENT OF UNIVERSITY EDUCATION DURING THE PRESENT CENTURY

The structure and functions of these and other universities however, underwent significant changes after the publication of the Recommendations of the Calcutta University Commission appointed by the Government of India in 1917 under the Chairmanship of Sir Michael Sadler.[4] The Commission rightly stressed that the universities should take actual part in teaching and research rather than leaving these functions to the affiliated colleges. It recommended the creation of more teaching and residential universities. This emphasis on the teaching functions of the university has since been upheld and most of the universities created after the publication of this Report have been formed on this principle. The total number of universities in India before 1947 was only 18.

The number of university institutions established during the post-independence period i.e. after 1947 is 173 thus making a total of 191 up to the end of 1991, out of which 10 universities are funded solely by the Central Government through the

University Grants Commission (UGC) and are called Central Universities, 10 institutions are Institutions of National Importance, 114 are State Level Universities, 27 are agricultural universities, and 30 institutions are called Deemed Universities. The total number of colleges, both undergraduate and post-graduate up to 1991 was about 7200.

After independence the stimulus for the growth and development of universities and other institutions of higher learning has come from the progress in and extension of higher education which followed from the successive programmes of national development and reconstruction. These programmes started in 1951 with the commencement of the first five-year plan and have already progressed through seven five-year plans period. The 8th five-year plan commenced in April 1992. Besides the appointment of the two Education Commissions in 1948 and 1964 respectively, adoption of National Policy on Education in 1986 and recommendations of a few other committees during the past 25 years or so, the establishment of the UGC in 1953 is an important landmark in the development of higher education in the country after independence.

DEVELOPMENT OF UNIVERSITY LIBRARIES

Though Universities and institutions of higher learning existed in India long before 1857, not much well documented information about their libraries is however available for

reference. On the basis of the limited information available it can be concluded that the libraries in these universities and institution did have fairly large collections of manuscripts and other documents. The Nalanda University, for example is known to have had a large library, known as Dharamganga consisting of three buildings called Ratnasagar (sea of gems), Ranododhi (ocean of gems) and Ratnarangika (collection of gems). Ratnadodhi is said to have been a huge nine-storey building which housed among other manuscripts, the sacred Prajnaparmita sutra and numerous Tantric works.[5]

There were also Jain and Buddhist Bhandaras (houses) and some famous court libraries in the country.

PERIOD OF NEGLECT - 1857-1925

Though three universities were established in the country as early as 1857 yet till almost the end of the first quarter of the present century these universities hardly had libraries worth the name. There was hardly any provision in their annual budgets to buy books, furniture, equipment, etc. for these libraries. Whatever small collections they could have were housed either in some insignificant corner of the university buildings on the campus or even in buildings located away form the campus. There was no post of Librarian or any other supporting staff on full-time basis. Donations from individuals contributed much in their creation of book collections and buildings. the same situation

of neglect of libraries continued even in the case of a few other universities that came into existence up to 1920's.

As mentioned earlier the Calcutta Education Commission (called the Sadlar Commission) appointed in 1917, in its Report emphasised that the universities should take up the responsibility for teaching and research as well. This emphasis gave a new direction to the functions of the universities and their libraries for the future. As regards the position of these libraries till then it would be relevant to quote from the Report as follows:6

> "From this point of view one of the greatest weaknesses of the existing system is the extraordinary unimportant part in it which is played by the library. Few colleges have good libraries. Even the best, that of the Presidency College, is very defective at many points."

THE PIONEERING PERIOD - 1925-1950

During this period the important role the University library could play in a university set-up began to be duly recognized and as a result there began a period of development of university libraries in India. Madras University Library, under the capable stewardship of Dr. S.R. Ranganathan, for example, received much support and encouragement from the University authorities and was the first University Library to be organized on scientific lines in its new home. It started lending and reference services which were highly appreciated by the clientele and thus it became an important place on the campus. Asa Don Dickinson, an American

librarian and student of Melvil Dewey was appointed as Librarian, of the Panjab University, Lahore, and he played an important role in developing that library on modern lines. Also, during this period several other university libraries began to be developed at places such as Bombay, Calcutta, Delhi and Varanasi. Though the university library was yet to attain a proper status on the campus, this was certainly a pioneering period because of the fact that right beginnings in quite a few cases were initiated during this period. To summarize the State of their development it would be relevant to quote from the Report of the Radhakrishnan Commission on Higher Education of 1950 :

> "While at a few universities the libraries are fairly well stocked, grants for their upkeep are more or less reasonable, arrangements for lending books to teachers and students are efficient and the reading room space is reasonably adequate, it was distressing to find that in most colleges and universities the library facilities are very poor indeed. Not only is the provision for keeping the library up to date very inadequate, but at one place no attempt had been made to weed out old and obsolete books or old editions and replace them with never editions of the same books."

REASONS FOR THE SLOW DEVELOPMENT

Among the several reasons for the slow development of these libraries till the first half of the present century mention may be made of: (1) non-teaching functions of the university, (2) outdated methods of teaching and evaluation, (3) apathy of the authorities, and (4) absence of the professional pressure. As pointed out earlier the major functions of these universities

were to conduct examinations and award degrees or diplomas to the successful candidates. Teaching was mostly lecture-centered wherein rote memory played a prominent role. the University authorities, were generally slow to understand the importance of the role libraries could play in education and research and as a result most of the libraries had to face financial constraints for various essential items such as document collections, furniture and equipment, and physical facilities. Non-availability of professional staff with the required background, status and salary was certainly a great bottleneck in their process of development. Though a few library schools had been established at the post-graduate level in the country yet much remained to be done in terms of developing real professionalism during this period.

ESTABLISHMENT OF THE UGC: A TURNING POINT

The establishment of the University Grants Commission (UGC) by a Statute of 1956 is an important landmark in the growth and development of higher education in general and of university and college libraries in particular in the country. Since its very inception the UGC recognized the importance of these libraries and has given high priority for their development during the past three decades or so. Besides providing financial assistance for documents, buildings, etc. it has contributed in substantive measure for their proper staffing: both professional and non-

professional. It also provided leadership and a forum at the national level for planning, discussion and action for their proper development.

The first Chairman of the UGC, Dr. C.D. Deshmukh was himself a great scholar and lover of books. To give proper direction to the development of these libraries he appointed a library Committee in 1957 to advise the Commission on matters relating to their proper functioning and management with Dr. S.R. Ranganathan as its Chairman. It was for the first time that the Government of India sought advice from professional librarians regarding the concrete steps which should be taken to ameliorate the plight of university and college libraries. In 1959, the UGC convened a Seminar 'From Publisher to Reader: Work-flow in University and College Libraries' in which librarians from several universities in the country participated. The Report of the Library Committee and proceedings of the Seminar published together in 1965 is certainly a landmark document in the development of university and college libraries in India after independence. The Report is a comprehensive document and contains recommendations dealing with different areas such as financial requirements, collections development, services, buildings, furniture and equipment, and personnel. One of the recommendations of really far reaching significance was to equate, for the first time, the professional staff in these libraries with the academic staff with regard to their status and salary scales.

The UGC Seminar provided an opportunity to the university librarians for the first time to meet together to discuss their problems and arrive at workable solutions. The deliberations of the Seminar gave to the Library Committee concrete recommendations to be adopted by various universities which were duly incorporated by the Library Committee in its Report. The UGC finally adopted these recommendations as norms of working for college and university libraries in the country. This decision of the UGC undoubtedly greatly helped these libraries to receive the much needed support from their authorities in their developmental activities. In the words of Dr. C.D. Deshmukh, "the Report of the Library committee of the UGC is a classic in that particular field. The content of that Report as also a supplementary one (Proceedings of the Seminar for the University Librarians) will... guide the development of the University Libraries for at least a generation to come."[8]

During the past three decades the UGC has been assisting the universities as well as colleges by giving grants for books and journals, buildings, furniture and equipment, etc. While it meets the total expenses of the Central Universities, in the case of the State Universities and Institutions deemed Universities it adds to their funds for various developmental activities under the five-year plans.

THE INDIA WHEAT LOAN EDUCATIONAL EXCHANGE PROGRAMME

The India wheat Loan Programme came into existence after the passing of the Public Law 480 by the American Congress in 1951. "The Act provided for a loan of US$19,000,000.00 to India for the purchase of wheat and specified that US$5,000,000.00 of the interest be utilized on behalf of higher education for the purchase of American books and scientific equipment and for the exchange of academic persons between India and the U.S." During 1954-1961 approximately US$ 1,700,000.00 were spent on books and exchange of librarians.[9] A total of 32 University Librarians from different universities visited U.S. libraries during these years. The contributions made under this programme helped a great deal in the growth of 36 university libraries and 52 research libraries in the country. Also, the experience gained by visiting and working in different U.S. libraries greatly helped these Indian librarians to administer and run their libraries on more modern lines. For sometime at the initial stages the large quantity of documents received under this Programme did lead to much confusion and backlog in their being prepared for use by the readers but ultimately "technical services librarians processed the material, and students, faculty and other users took advantage of the enrich collections of these libraries"[10] in a really useful manner.

FINANCIAL SUPPORT FROM UNESCO, U.S. AND OTHER FOUNDATIONS

Several U.S. Foundations such as Rockfeller Foundation and Ford Foundation also provided substantial grants for the development of these libraries as well as their staff members. A good number of their staff members visited or studied for higher degrees in the U.S. with assistance from these Foundations. In addition, scholarships such as Fullbright Scholarships and others were also very helpful in this direction.

In several cases support from agencies such as British Council, Commonwealth Foundation and Unesco was also helpful in the development of these Indian libraries and their staff.

STATUS OF ACADEMIC LIBRARIANS

While scanning through the literature published during the past 4-5 decades, one finds that an important topic of discussions in most of the countries had been the need to recognize the professional staff working in academic libraries at par with the academic staff. In India, as early as 1919 the Calcutta University Commission had made a specific recommendation that "the University should have the services of a librarian who 'should have salary and status of a Professor and should be ex-officio member of the Academic Council."[11] This aspect was subsequently reiterated in several other Commission and Committee reports.[12,13] Unfortunately however, not much progress was made

in this direction until 1960's. Even today, though much progress has been made in this regard, yet education being primarily a State subject, no uniform pattern exists in the country as a whole particularly in the case of State University and College libraries. It would not be a surprise if one still comes across institutions wherein the old practice of appointing a Professor as Honorary Librarian is in existence.

PERIOD OF ACHIEVEMENT AND UPLIFT, 1961-73

Undoubtedly the Recommendation made by the UGC Library Committee, 1957 under the Chairmanship of Dr. S.R. Ranganathan is an important landmark in this direction. To quote: "The high academic and professional qualifications, the combination of academic and administrative responsibilities and the practice in the universities all over the world indicate that the status and salary scale of library staff should be the same as of teaching and research staff."[14] The Committee also gave recommendations in this regard about various other aspects such as job requirements, staffing pattern, professional status, qualifications and designations. These were duly accepted by the UGC and necessary communication was issued for their acceptance and implementation by the Universities and other institutions of higher learning in the country. The University Librarian (Professional Senior I) was thus to be equated with Professor, Deputy Librarian (Professional Senior II) with Reader (Associate

Professor) and Assistant Librarian (Professional Junior) with Lecturer (Assistant Professor). Staff members with other designations such as documentation Officer, Reference Librarian and other were also to be equated in the hierarchy on the same pattern. The Library Committee also made a recommendation that the system of appointing a non-professional person such as professor as Honorary Librarian as Head of a Library should be abolished.[1]

Out of these Recommendations the one with regard to the parity in salary scale was implemented without much difficulty by Central Universities, Agricultural Universities, and several other institutions of higher learning. State Universities were, however, rather slow in taking positive decision in this regard. The UGC further facilitated the implementation of this decision by informing the universities not to insist on the condition of qualifications as an essential requirement for the existing staff provided that the "University/college is satisfied that the experience and quality of their work justify their being placed in the revised scales." Also, it was decided that "in the case of new appointments, however, the Commission desired that the qualifications laid down should be insisted upon."

The decision to grant them academic status was, however, not implemented in most of the universities and other institutions in the country. Among the reasons for delay a few which may be

mentioned are: (1) rather lower academic and professional qualifications of the existing staff, (2) non-availability of personnel with high academic and professional qualifications, and (3) lack of qualities of leadership, motivation and interest in research activities in general. In a few universities, to circumvent this problem, some librarians took initiative even to start department of library science in their respective universities to conduct educational programmes and thus gained academic status not only for themselves as Heads of Departments, but in several cases, also for their colleagues in library by associating them as teachers in the department. Naturally, as a result, several new departments of Library Science got established in universities in the country. It would also be relevant to mention that, in several universities in States such as Maharashtra, Karnataka and Jammu & Kashmir designations such as Professor-cum-Librarian and Librarian-cum-Professor were also introduced.

PERIOD OF REVERSAL AND REVIVAL - 1974-1981

In view of these developments, it was but natural that expectations of teachers, researchers, students and other categories of users about the quality of services to be provided by the libraries and their staff grew higher. Unfortunately in many cases, however, they could not come up to the level of these expectations. Also, in several cases, librarians failed to fully

meet the conditions of research, publications and improvement in qualifications as were stipulated in the UGC decisions. Therefore, the Pay Commission of 1974 decided not to give equal status and salaries to these librarians and other professional staff. Once again it seemed that the UGC was moving towards the old concept of 'scholar librarian' rather than a 'Professional Librarian' and professional qualification began to be given secondary importance.

This certainly was a retrograde step on the part of the UGC. Concerted efforts were made by library professionals, professional associations such as Indian Library Association (ILA), Indian Association of Academic Librarians (INDAAL), and teachers' association including Delhi University Teachers' Association (DUTA) and All India Federation of University and College Teachers' Organizations (AIFUCTO) to retrieve the position of parity in salary scales and status. In some of the Agricultural Universities the library staff even resorted to legal action in a High Court to redress this injustice to them. At local level, in universities such as Delhi University and a few others, authorities were requested (and even some time pressurised) to get the matter reviewed and positive recommendations were made by various committees appointed for this purpose. Since I myself was actively involved in this matter as President, ILA, Vice-President, INDAAL and as a member

of various committees of Delhi University, I must add that it was certainly a matter of much satisfaction when we finally succeeded in convincing the Government of India about the rightness of this demand. The Government of India finally decided to bring back the parity with teachers with regard to their salary scales effective form April 1, 1980. also, the UGC revised the set of qualifications and made it obligatory on the State Governments and other authorities to follow the revised qualifications in the recruitment of library staff in future. In the new set of qualification a good Master's degree with a B.Lib.Sc. (M.Lib. Sc. degree being preferential) plus research experience (with Publications) was laid down as essential qualifications for Librarian and Deputy Librarian. In addition to the requirement of experience of 10 years and 7 years it was prescribed that the qualifications must be in general, comparable to those of Professors and Readers (Associate Professors), respectively.

PERIOD OF PARITY, 1981-1992

Today, as for the various communications sent by the UGC to universities and other institutions of higher learning, the professional library staff is to be treated as 'Non-vacation Academic Staff' and has all other benefits at par with the teachers such as salary scales, merit promotion, study leave/ sabbatical leave, representation in different academic bodies and deputation to professional conferences and seminars. To quote a

UGC letter of December 14, 1983, sent to the Vice-Chancellor, University of Delhi in connection with the Merit Promotion: "The Commission further agreed that the same principle could also be made applicable in the case of Librarians, Deputy Librarians, Assistant Librarians and Documentation Officers, in the University/College Libraries, without affecting the fact that they are non-vacation academic staff."[16]

While revising the salary scales of University teachers in 1986, the parity of library staff with teachers along with all other benefits has been mentioned. The University of Delhi, perhaps the only University still in the country, has even decided to extend the facility of re-employment for upto 5 years for librarians after their superannuation at age 60 as is being done in the case of teachers. No uniform pattern with regard to the academic status being actually given to librarians has however, emerged in the country as a whole.

It is certainly a logical decision to treat librarians as non-vacation staff simply because library being a service institution, has to cater to the needs of the clientele on a regular basis throughout the year and cannot be closed during the vacations as is done for the teaching departments. This seems to be quite in agreement with the views of Robert B. Downs who said:

> "Because library service is a continuous operation, it is generally agreed that at least in this respect, librarians should be treated like members of the administrative staff

rather than receiving the long academic vacation typically a pre-requisite of the class room teacher. This rule is unlikely to change unless ways and means can be found to increase substantially the size of the library staff."[17]

PRESENT SCENE

Positions Filled-up

On the basis of the UGC Annual Reports for different years, it has been found that the number of university institutions in India was 47 in 1960, in 1970 it rose to 90, to 122 in 1980, to 165 in 1989 and to 181 in 1991. In addition, there are at present 10 institutions of National importance thus giving a total figure of 191. A study of the data available in some of the reference tools such as the Commonwealth Universities Year Book 1990-91 (Europa, 1991) and University Institutions of India (Association of Indian Universities, 1991) indicates that out of the total 191 top positions in libraries of these institutions, only 93 are filled and the remaining 98 are vacant which means that 51% of the total positions are yet to be filled. Quite a few of these have been vacant for several years. A further break up of this data indicates that in the case of Central Universities, out of a total of 9, only 6 positions have been filled and 3 are still vacant; in Agricultural Universities out of 27 positions, 12 have been filled and 15 are vacant; in institutions deemed to be Universities plus institutions of

National importance out of 40, positions, 24 are filled and 16 are still vacant; and for State Universities out of 115 positions, only 52 are filled and 63 are vacant. This position is further shown in Table I.

Table I: Positions Filled

Institutions	Positions	Filled	Vacant	%Vacant
1. Total	191	93	98	51%
2. Central Universities	9	6	3	33%
3. Agricultural Universities	27	12	15	55%
4. Institutions deemed to be Universities + Institutions of National Importance	40	24	16	40%
5. State Universities	115	51	64	55%

QUALIFICATIONS AND STATUS

It is found that out of the total of 93 top library administrators, 28 possess a doctoral degree in addition to a degree in Library Science or Library and Information Science (L&IS). The Doctoral degree in a few cases is in a subject other than L&IS. Among the remaining 65 library administrators, major-

ity (60) possess a basic Master's degree plus a Master degree in Library Science or L&IS and the remaining 5 have only a post-graduate Diploma/Bachelor's degree in Library Science along with a basic Master's degree. Out of the total 191 positions, 102 positions are at the Professor's rank, 84 at the rank of Reader (Associate Professor) and the remaining 5 in the rank of Lecturer (Assistant Professor). This position is further explained in Table II and Table III.

Table II: Qualifications

	Position Filled	Doctoral degree (Ph.D)[1]	Master's degree & M. Lib. Sc/MLISc[2]	Master & Diploma/ B.Lib. Sc[2]
Total	93	28	60	5
1. Central Universities	6	1	5	-
2. Agricultural Universities	12	3	9	-
3. Institutions deemed to be universities + institutions of National importance	24	6	16	2
4. State Universities	51	18	30	3

Notes:

1. Doctoral degree in a few cases is in a subject other than L&IS

2. M.Lib. Sc. /M.L.I.Sc. is a degree of two-years at post-graduate level.

3. Diploma Library Sc. /B.Lib. Sc. is of one year at post-graduate level.

Table III: Status

	Positions	Professor Rank	Reader Rank (Ass. Profe-ssor)	Lecturer Rank (Assis-Profe-ssor)
Total	191	102	64	5
1. Central Univer-sities	9	9	-	-
2. Agricultural Universities	27	18	9	-
3. Institutions deemed to be universities & Institutions of National Importance	40	15	20	5

COMMENTS

It is really disappointing to note that 51% of the total 191 top positions in University libraries are vacant today. In the absence of the top person, these libraries are headed by the next available person in/the hierarchy by being called Officiating Librarian, Acting Librarian or Incharge, Library, and is generally given extra remuneration for holding this additional responsibility. such an arrangement is certainly not conducive for the overall development of the library and its services.

In certain cases these positions remain vacant because of reasons such as financial constraints, disinterestedness on the

part of authorities or sometime even to the non-availability of persons belonging to a particular caste, tribe or class for whom it has been reserved, but in majority of the cases, it is due to the non-availability of suitable persons with the required qualifications, experience and expected quality of leadership. It is really difficult to logically argue out this situation in a country which has today 75 library schools out of which 50 conduct Master's degree progamme in L&IS, 2 M. Phil. programme and 20 register candidates for Ph.D. degree. The annual output is about 3000 with a B.L.I. Sci. degree, 750 MLIS degree, 10 M.Phil. degree and 10 with a Ph.D. degree. It can be safely estimated that more than 70% of the students joining the first degree course (B.Lib.Sc.) already possess a basic Master's degree in a discipline. In this background of manpower development while it has become somewhat easier to recruit personnel at the lower and middle levels, it still remains difficult to fill up the positions at the top administrative level. In an effort to explain this paradox one could possibly mention certain factors such as (i) gradual decline in professional motivation amongst the young engrants to grow on the job and compete, (ii) lack of planned efforts on the part of the seniors to create a strong middle level hierarchy; and (iii) gradual decline in opportunities to move from one institution to another, as also, from one region to another.

RESEARCH AND OTHER ACADEMIC ACTIVITIES

Historically speaking, India's contribution to Library and Information science is well known all over the world particularly through the voluminous writings of Dr. S.R. Ranganathan. Prior to him, librarianship was generally considered as a craft involving clerical operations and house keeping for a collection of books and other reading materials. Ranganathan changed this first by engaging in solo research for first 25 years, and then by organizing team research during his next 25 years. According to Jesse Shera:

> "Though on this side of the Atlantic his name [Ranganathan] is most frequently used as a synonym for the Colon Classification; he is much more than the engineer of a clever and ingenious scheme for the arrangement of books on library shelves. Disciplined in mathematics and trained in librarianship under the watchful eye of Berwick Sayers, he brought to library problems a mind equalled in its power, if indeed it has an equal, only by that of Henry E. Bliss, but whereas Bliss devoted his life almost entirely to problems of classification, Ranganathan took all librarianship as his province. If there was any single individual who merited being called a one-man library movement' certainly he earned that distinction through his accomplishments."[18]

During the five decades of his professional career, Ranganathan made original and seminal contributions through his writings which number about 60 books, development plans, etc., and a few thousand research publications in the form of articles, committee reports, technical reports, lectures, discussions and through correspondence with his students and others. "Some of his books such as Five Laws of Library Science (1st ed. 1931, 2nd

ed 1957) and Prolegomena to Library Classification 1st ed. 1937, 2nd ed. 1957 and 3rd ed. 1967) can rightly be called 'classics."[19]

Several university librarians, who were mostly Ranganathan's students, drew much inspiration from the master and wrote a few books and many research articles during the 1960's and 70's.

As mentioned earlier, with the revision of salary scales and grant of academic status, the UGC began to lay down higher qualifications for professional positions in academic libraries. Therefore, Master's degree in L&IS has become an essential qualifications in addition to a Master's degree in an academic subject. Even a doctoral degree is now being insisted upon with the result that the earlier qualification of post-graduate Diploma/Bachelor's degree in Library Science along with a Master's degree in an academic subject is no longer considered sufficient for senior positions. Such a situation has certainly led to vast expansion in library training programmes in the country, leading to Master's, M.Phil. and Ph.D. degrees.

While it has not been quite possible to collect comprehensive data of research activity of these personnel on individual basis but still by using the data available for the past 10 years, the following trends can be identified:

IMPROVEMENT IN QUALIFICATIONS

Several librarians got enrolled in library schools for research programmes for M.Phil. or Ph. D. degree. Some of them

even obtained a Ph.D. degree in subjects other than L&IS. While this additional qualification in a way helped them in their administrative and academic functions, it also brought them better acceptability in the academic community within the university as well as outside.

RESEARCH PROJECTS

It has been found that some librarians also took up research projects with financial support from certain funding agencies including UGC, Indian Council of Social Science Research (ICSSR), National Information System in Science and Technology (NISSAT) and Raja Rammohun Roy Library Foundation (RRLF). These projects dealt with areas such as bibliographical compilations and studies, computerization in libraries, networking and public library systems. Quite a few publications have come out as a result of these studies.

PUBLICATION OF BOOKS AND ARTICLES

A few librarians have been active in publishing books and articles though the number is not very large. Some of these books are based on their M.Phil or Ph.D theses. Articles have been published in several journals published in India in English or in local languages, and also in foreign journals.

PARTICIPATION IN CONFERENCES AND SEMINARS

Several of these librarians are actively participating in conferences, and seminars, held at the local and national

levels. Some of them even attend international conferences in foreign countries. A good number of librarians do contribute papers in these professional gatherings.

PARTICIPATION IN COMMITTEES, COMMISSIONS, PROFESSIONAL JOURNALS, AND ASSOCIATIONS

Several librarians are associated as members and/or conveners of various professional committees, and commissions, at the national level appointed by agencies such as UGC, ICSSR, NISSAT, and RRLF. They quite often play active role in such bodies at the State or local level as well. Some of them are associated with professional journals in different capacities such as members of the Editorial Board, Editors and/or refrees, and also in the activities of professional groups.

TEACHING AND GUIDING RESEARCH

There are many librarians who function as Head of Departments as well as deliver lectures to different classes but their number is rather small. Quite a few are often invited to deliver extension lectures in library schools, study circles and other professional groups. Some have been recognized to function as research supervisors, and therefore guide doctoral candidates for Ph.D. work.

It must however be mentioned that the number of such librarians who are actively involved in various research oriented activities still continues to be rather small. Several of them

are quite satisfied in working within their administrative responsibility intelligently and effectively which deserves due commendation and appreciation.

It would certainly be relevant to point out here that since most of the librarians enjoy the same benefits as teachers, they receive all facilities such as study leave/sabbatical leave, and travel grants, for participation in the professional activities form their employers.

CONCLUSION

In the foregoing sections an effort has been made to provide an overall picture about the development in university institutions and their libraries in India. Undoubtedly, there has been vast expansion in higher education after independence in 1947 with the resultant growth and development in the libraries. While the situation about the personnel has improved substantially during the past three decades however, still a lot remains to be achieved including research activities of academic librarians. The pace is certainly slow but the trend is quite encouraging.

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RESEARCH AND LIBRARIANS IN RUSSIA AT THE TIME OF CHANGES

L. F. KOZLOVA

INTRODUCTION

First of all, I would like to say that at the time of writing this paper I found myself in a rather difficult, even puzzling situation. A year ago, when I accepted the kind invitation of our American colleagues, I could not imagine what problems I would be faced with.

Obviously you all know from the mass media, that in my country (I don't even precisely name the country), many structures, including those in the field of science and culture, are breaking down. Unfortunately, the destruction process is not always followed by creative activities. That is why I could even tell you about the plans for this year of my library, which always played the leading role in the organisation of research, only in the preliminary terms.

Naturally, there exist concrete proposals and certain activities are being realised, but questions of financing remain open to this day. Such a state of affairs is unprecedented with us. Usually at this time we would sum up the results of the first months. However, I do not wish to exaggerate here.

Being an optimist, I believe the situation will, undoubtedly, change for the better and that we will be able to

use all the best from the past. And if one ignores the inevitable ideological packing of many of our studies and projects, we can assert that the directions of research remain mostly actual to this day. That is why I think it will be of interest to you if I draw a picture of the research life of our libraries and librarians.

HISTORICAL DEVELOPMENT

During many previous years research was officially considered and recognised as one of the main aspects of the activities of research libraries, which was called upon to support the solution of problems in the field of economy, education and culture in our country. Research work, of which scientific-information, scientific-research, scientific-methodological and scientific-organisational activities are components, as everywhere, was conducted by libraries in keeping with their status, in this or that direction or in their complex.

The main organisers of research and methodological work (i.e. the implementation of research results) in the field of librarianship were the major libraries-research-methodological-centres (all-Union, republican, regional and branch departmental ones) and this corresponded with the structure of the library system in the USSR, which consisted of a number of large library networks. Among them were the networks of general research and public libraries of the USSR Ministry of Culture and Ministries

of the Republics, of the Committee for Secondary and Higher Education, including the networks of university and school libraries, of science-technical and special libraries, of the USSR academy of sciences, of trade union libraries, of other ministries and departments.

The main objective of R&D in librarianship, carried out by the largest libraries-centres including the Lenin State Library (LSL), the Saltykov-Shchedrin State Public Library, the State Public Library on Science and Technology (GPNTB), the Research Library of the Moscow State University, the Library of the Academy of Sciences, general research libraries of regions of the Russian federation, was the scientific substantiation of the ways of raising the efficiency and quality of library science, of the search of optimal solutions of the most complex problems and questions, of the development of library science, bibliography and bibliology as scientific disciplines of the humanitarian cycle.

Implementation activities were based on the research results and the most interesting library experience. Its essence is bringing knowledge and skills to librarians' attention in order to help them to work more efficiently (preparation of publications, participation in the system of advance training and continuous professional education).

Institutions of higher education engaged in training of library personnel, such as the Moscow State Institute of Culture, and the Leningrad Institute of Culture also actively participate in research.

The content of research, realised by the largest libraries, is determined by the development needs both of the networks they head and of the libraries themselves. Research activities and implementation processes were mainly financed out of the budget of libraries and educational institutions in accordance with specially allocated items.

We consider the medium term coordination plans (for five years) to be one of our achievements. They were created in the LSL with the aim of concentrating efforts on the most important problems and avoiding unjustifiable duplication. Coordination of research and methodological work was realised in two principal forms. The first one was the coordination and union plan (for five years) on the country wide and regional scale. The second one was represented by collective centralised research projects (regional, branch-departmental, All-Union) in which on the basis of a unified programme and methodology worked out in one of the leading libraries, hundreds of libraries (including public ones) participated voluntarily.

On the basis of collected and comparable data many substantial monographic works, methodological publications and

documents, regulating changes in librarianship, were put out. Thus, in the 70s, on the basis of research, conducted in accordance with a similar programme, the centralisation of public libraries network with the aim of sharing library resources and improving the quality of services to the community was being realised.

However, the factual realisation of the so called centralisation did not fit the material and technical level of libraries and therefore did not yield the desirable results. In a number of cases the services to readers even worsened: the centralisation of acquisition and processing services, in conditions when there was no computer base, slowed down the delivery of books to the readers.

The multi-aspect study "Modelling of the activities of regional general research libraries as scientific-information bodies", carried out in the mid 80's by the GPNTB, granted the regional library the right to be called a research library, taking into account the content of its collections, composition of the readership and the appropriate orientation of its library and bibliographical activities. The new model status oriented the libraries toward the priority service to specialists in the leading branches of the national economy, officials of the state apparatus, and other categories of users of professional information. The status also legalised the development of the

regional library as a specialised (multi-branch) centre of the STI. At the same time a number of documents on librarianship recommended the general research library of the regions to organise a sub-division for the satisfaction of general cultural and aesthetic demands of readers.

In many libraries the first trend was developed more strongly. However, due to the universal book collection and multi-function structure, these libraries had all potentials for satisfying users' universal and individual demands, too. Much attention was permanently focused on sociological research in reading and reading interests of various categories of users.

A complex research programme on the subject "The book and reading in the life of Soviet society" was implemented under the guidance of the Lenin State Library. The programme included the following research projects: the Soviet Reader; Reading Interests of Working Youth; the Book and Reading in the Life of the Soviet Village; and the Worker-Reader. In the course of this research analyses were made of reader activity and content of reading of major social groups, of the motives behind the choice and criteria in the evaluation of books, of the text perception, of the place of reading in the system of mass media, and in the structure of leisure activities; of the social role of the library in the organisation of mass literacy.

Problems of development of library collections were always within the sphere of interests of the library science.

The All-Union multi-aspect study "Rational distribution and use of library resources in the country" was conducted in the beginning of the 80's. A new approach was applied to the complex study of the state of library resources and to the distribution and use in the major regions of the country, as well as to the further development of the theory of the relationship between the library resources and the objective information needs of the regions. The methodology for this complex comparative analysis of major regional library resources was established and tested. A fairly complete picture of the state of library resources in the principal regions was obtained and the disparities in their distribution and use were identified. The practical significance of these findings was expressed through the identification of the levels of library resources provision and use, by ranking the regions of the country on these bases and by defining methodological and organisational principles for the long term regional planning of the development of the librarianship on an inter-departmental basis. However, the lack of the computer provision did not lead to encouraging results.

The problems of library collections were studied from other aspects, too. Let me list some of them: legal deposit systems (free and paid), acquisition of regional literature collections, and profiles of library acquisition, etc.

RESEARCH AND PRESENT STATUS

Another direction of research, which gains more importance, every year, is the standardization. Its origin in our library is identified with the activity of the Interdepartmental Cataloguing Commission, which has been successfully functioning for over 30 years now. The members of the commission are highly qualified specialists from Moscow and St. Petersburg (formerly Leningrad).

The representatives of the Commission participated in the International Conference on Cataloguing Principles (Paris, 1961). In recent years, they have successfully cooperated with their foreign colleagues within the framework of ISO/TC46SC9, the UBCIM programme and the section on cataloguing of IFLA.

PROBLEMS

The priorities of the 90's are, in particular, such problems as the social role of libraries in conditions of renovation (Perestroika) of the society; sociological research in reading and reading demands; reading as a factor of forming the moral and intellectual potential of the rising generation; book and information cultures of the population; library service for the support of the social rehabilitation; organisation of the interlibrary and library-information interaction; automation of library technologies; concepts and programmes of the development of the librarianship towards the 21st century.

However, the drastic socio-political and economic changes taking place in our country, of which I spoke earlier, have introduced many substantial corrections into these plans. The situation is changing radically every day. The reality shows that ignoring the economic factors in the library activities creates a threat for their very existence. Even the largest libraries have a poor material and technical base. Hence the low labour productivity and low quality of the library information services follow. Inadequate budget allocation for the libraries and the transition of publishing houses to the cost accounting and self financing have led to a situation; where the libraries find it difficult to acquire the domestic literature, to say nothing about the acquisition of the foreign literature and periodicals, which were purchased for research in the foreign currency. For the last two years the state libraries have not been receiving any foreign currency at all, and this practically makes it impossible for them to acquire the needed periodicals. You can well imagine the effects and results of this "economy" on libraries, researchers, and specialists for acquiring new information for their collections and research needs.

Working out the new concept of the library financing, our librarians proceed from the assumption that the further insufficient use and inadequate evaluation of the information resources of libraries as a component of the information

potential of the country and the material base of the culture will lead to irreversible consequences and slow down the tempo of the spiritual development of the individual and the transition to the informatised society.

The volume of financing must be sufficient not only for the organisation of a socially assured library service of the population on the contemporary level, but for the financial compensation of librarians which would be adequate to their input into the social labour distribution. Nevertheless, today the average librarian's salary is much lower than the minimum living wage in Russia.

It is necessary to develop without delay substantiated normatives for all units of the library system, the basis of the regulation of all financial interrelations between the state, society and libraries. The present socio-political situation in the country is directly and dramatically projected to all spheres of the life, including the vital activity of the Lenin State Library, which is now called the Russian State Library.

Changes in its statute and consequently in its objectives and functions, inadequate budget allocations bring about a situation where certain directions of activities will have to be curtailed. All this calls for working out an absolutely new approach to the research activities of the library.

SUGGESTIONS TO IMPROVE

In conditions of survival, the library should pursue two goals: to preserve the creative potential of the library (its core) and to substantially raise the efficiency of its work.

Firstly, this is connected with the selection of such problems, the solution of which is important for all and of problems which support the foundation and continuity in the development of the "big" science and culture, which at present is experiencing many hardships.

Secondly, this is connected with the active introduction of new forms of the organisation of the research process such as: 1)cost accounting elements, search for customers, who would finance work under contracts; 2) rejections of the rigid organisational structure and the transition to flexible temporary working formations; 3) reorientation towards topics, connected with the nature of the RSL as the National Library (national retrospective bibliography, opening of the content of the precious library collections, etc.)

All these measures will help to eliminate the existing disbalance in the elaboration of research problems, the bent for general systemic questions (the library system), the drawing out of the main creative manpower for the solution of these problems. All these new developments will also help to remove a certain negative attitude and the reduced evaluation of the research

results, and some mistrust for the potentials of the RSL as to a research institution, the creative potentials of which are sufficiently high.

In order to characterise our creative potential, I want to tell you about three ladies who work in our library. They are distinguished researchers in the field of librarianship.

Ms. Natalia Tyulina is a unique specialist on problems of the development of the NL. She determined its typological features after analysing national and foreign experience, including her own experience in the management of the UN Library. Unfortunately, her monograph National Library: Experience of Typological Analysis, (Moscow, 1989) is not widely known to foreign specialist due to the language barrier. We have made a nearly complete translation of the monograph into English, but at present we have no means for its printing and distribution.

Our librarians usually do not speak any foreign language, but a greater part of them read the professional literature in original.

I want to mention the name of Ms. Irina Bagrova who is a specialist, with over 40 years of library experience and juridical background. She is a leading specialist in the country on problems of the legislative support of libraries. On our initiative, she has taken upon herself the maintenance of the

data base on NL legislation within the framework of the IFLA programme (as of January 1, 1992 the DB contains 975 documents from 112 countries).

Ms. Irina Bagrova has prepared a number of surveys on this problem, including a report for the IFLA/UNESCO pre-session seminary held within the framework of the 57th IFLA Conference in Moscow in 1991. It was devoted to the work of NL in general with emphasis on the legislation. As a member of the expert group, she takes part in the elaboration of the Library Law of the Russian Federation and the law on national libraries.

Our dream is to prepare with her help alternative model legislative acts on NL within the IFLA/UNESCO programme for the developing countries, which will spell the realisation of the recommendations of the Moscow pre-session seminar.

Many people know the world famous researcher Ms. Valeria Stlemakh. Her name can be found in many Anglo-American Who's Who.

All studies in reading, which I mentioned earlier, would be difficult to find without Ms. Stlemakh's vivid creative personality. Today her energy is directed towards international projects within the IFLA programme, including such a perspective as the "Library image."

Having a sufficiently strong research staff, the library, nonetheless, experiences many difficulties in the training of

young research personnel, particularly today. You can well imagine that the disastrous state of the country's economy, the low level of salaries in the sphere of the science and culture, do not allow us to draw young and capable specialists with the knowledge of foreign languages into research and permanently keep them on the library staff.

CONCLUSION

In conclusion, please permit me to present short information on the department of the RSL where I work, the Department of Foreign Library Science and International Library Relations in Moscow.

Along with other divisions, our department performs one of the most important task, without which no research is possible. I have the thankless, imperceptible and preliminary work, i.e. research-organisational activities. The department is best described as an organiser and catalyst of international research. In the recent past, we have had some achievements in cooperation with IFLA, ISO/TC46 and in collaboration with the former socialist countries. Together with them we created an information base in the form of separate publications, which permits further generalization. For example, Interlibrary Lending in the Libraries of Socialist Countries, Moscow, 1980; Collections of NL of Socialist Countries, Moscow, 1980; Centres of Librarianship and Methodological Work of Libraries of the

Socialist Countries, Moscow, 1980; State (National) Bibliographical Indexes of Socialist Countries, Moscow, 1984.

Our department appeared also in the role of the organizer of research in the field of the foreign librarianship on the country scale. We created five year coordination plans of work in this field, sent questionnaires to all research libraries and higher educational institutions, which conducted research of this kind, asking for information on their plans and followed their realisation.

The serial, Librarianship and Bibliography Abroad (130 issues during more than 30 years), edited by the department, publishes the results of these studies, including preliminary results, based on the themes of dissertations. The activity of our serial is not, of course, limited to the publication of research; it creates the information base for researchers by publishing original works by foreign specialist written especially for the serial as well as information articles and surveys of domestic authors.

We also arrange and hold numerous bilateral seminars and meetings, multilateral sessions of experts, conferences and other arrangements of international library organisations, which permit our specialists to make an intellectual contribution to the development of the librarianship and creatively use the professional experience and achievements of our colleagues.

The broken creative and professional ties with numerous partners in the former republics of the USSR, which have now become sovereign states, put forward new problems, such as the restoration of contacts, establishment of mutually useful directions and forms of joint work and the restoration of the cocperation on the basis of bilateral agreements.

We will endeavour to actively continue our international cooperation through all available forms and features, taking into account the difficulties of the economic situation in the country. The research we plan to conduct in our library is in accordance with international programmes, and we will easily find our place in the library world.

Thank you for your attention and understanding.

RESEARCH AND ACADEMIC LIBRARIANS IN AUSTRALIA AND NEW ZEALAND

Colin Taylor

INTRODUCTION

"Australia has an area of 7,682,300 square kilometres (KM) and is the world's largest inhabited island and the smallest continent. It is also the largest continent occupied by one nation and the least populated."[1]

It is about the same size as the mainland states of the United States (excluding Alaska) and approximately 24 times the size of the British Isles. The population of 16.5 million is 7% of that of the United States. Over 60% of the population lives in the 8 capital cities of the States and Territories and 85% live in the south-east corner in approximately 20% of the area of the country.

Australia is a nation of urban dwellers with vast areas of almost unpopulated country. There are long distances between major population centres creating unique communication and distribution problems.

The comparatively small base of library resources available in Australia has led to a highly developed level of cooperation amongst libraries of all types. A single bibliographic network links libraries across the nation for the sharing of cataloguing data and recording of holdings to facilitate interlibrary loans.

The Australian Bibliographic Network has been in existence for over 10 years and is based at the National Library of Australia. The National Library, together with the Australian Council of Libraries and Information Services (ACLIS), is currently working to bring substance to the concept of a Distributed National Collection with its components parts of collections (including collection development policies and Conspectus), bibliographic control, access (including interlibrary loans), preservation and national coordination, with libraries in addition to the National Library accepting national responsibilities.

NEW ZEALAND

New Zealand lies 1600 km east of Australia and occupies 2 main and a number of smaller islands with a total area of 270,000 sq km. It is a long narrow mounteinous country surrounded by a large expanse of ocean. It is similar in size to Japan or the United Kingdom.

The population of 3.35 million compares with 125 million in Japan and 58 million in the United Kingdom. The population is distributed 3 to 1 between the North and South Islands and like Australia is high urbanised with 85% living in urban areas and 70% in the main urban centres.

The impetus for the free public library service in New Zealand came in the early part of this century, largely from American philanthropist Andrew Carnegie. The Carnegie Corporation

provided establishment funds for various libraries on the condition that services be free. In 1966 the National Library of New Zealand was formed, incorporating the National Library Service and the Alexander Turnbull Library. The latter is a national research collection specialising in New Zealand and the Pacific.[2]

UNIVERSITIES IN AUSTRALIA

The number of Universitiee in Australia has been a moving target due to changes in status of tertiary institutions and mergers in the post 1987 period. The Committee of Australian University Librarians (CAUL) bases its membership on that of the Australian Vice-Chancellors Committee (AVCC). At the time of the survey carried out in preparation of this paper the CAUL mailing list comprised 35 members. Of those, 26 are in the capital cities of the States/Territories in Australia. The other 9 are in major regional centres in 3 of the States. The other 5 States/Territories have no universities based outside their capitals though some do have country campuses.

A typical university in Australia has 10,000 to 15,000 students, a large majority of whom are resident in the City or State in which the university is located and live at home or in other private accommodation. Student residences do not figure prominently in university life except for a small proportion of students. Students with a non-English speaking background account for 11% of the enrollment. Those students mostly come

from the Asian countries in the rgion such as Malaysia and Vietnam. Approximately 40% of students study part-time. About 10% of students study by correspondence mostly based in 8 designated distance education universities.

After the major restructuring of higher education in Australia since 1988, most universities are multi-campus and many have both city and country campuses. My own university is perhaps one of the extreme cases with 5 city campuses and 1 country campus some 378 km away.

The present group of universities has come about from a great variety of histories. The oldest universities were established in the main population centres in the period 1850 (Sydney) to 1913 (Western Australia). The number of universities was increased to 18 after significant expansion in the late 1950's to early 1970's. The higher education system comprised two sectors throughout the period 1966 to 1988. The college sector which expanded rapidly in the 1970's was predominantly to be engaged in teaching undergraduate degree and graduate diploma courses and came under close State Government regulation. The universities received the bulk of their funding for research from the Federal Government and enjoyed the traditional degree of autonomy. However, within the college sector the Institutes of Technology and some other large colleges became increasingly involved in applied research and attracted funds from non-

government sources. They also increasingly moved into Masters programs and knocked on the door of Doctorates. Some Institutes of Technology were eventually redesignated as Universities of Technology by their State Governments starting in 1987 in Western Australia. The first private university was also established in 1987. Until the late 1980's the Federal Government continued rigid funding division according to the traditional roles of the two sectors. In December 1987 a policy discussion paper on Higher Education was distributed by the Federal Minister for Education which spelt the end of the binary system and proposed its replacement by a unified national system with the following characteristics.

> " . more flexibility at the institutional level to determine courses to be offered and research undertaken;
>
> . greater institutional control over resources and decreased intervention by governments in the funding and management of the higher education system; and
>
> . some reallocation of the current funding base for higher education, with future funding to be based on agreed priorities for institional activity and performance against those priorities, rather than any arbitrary system of institutional classification."[3]

The Federal Government held the carrot (or stick) of funding and clearly spelt out its intention to use it.

> " To achieve its aims the Government's approach will be to offer financial and other advantages to institutions willing to adopt those principles and practices considered to be for the general community good. Institutions may choose not to adopt these principles and practices, but will receive less support from the Government and consequently need more from other sources."[3]

A major factor in the restructuring was to establish fewer and larger institutions of higher education. At the time of the discussion paper in December 1987 there were 65 colleges and universities in the binary system. At the time of writing in February 1992 there are still some merger proposals under consideration and some earlier mergers are under threat of disintegration but it seems likely that the unified national system will settle down at around 36 to 38 universities. To have a relatively comprehensive involvement in teaching and research a university is expected to have a minimum of 8000 equivalent full-time students.

Of the 33 Australian University Libraries which responded to the survey the distribution of their University by size of student population (equivalent full-time) is shown in Table 1.

Number of students	Number of Universities
less than 2000	1
2000 to 5000	5
5001 to 10,000	10
10,001 to 15,000	11
over 15,000	6

Table 1.: Size of Australian University by Student Population.

UNIVERSITIES IN NEW ZEALAND

There are 7 universities in New Zealand. The first was established in Dunedin in 1869 as the University of Otago. By 1900 there were 4 universities. Another 2 were established in

the early 1960's and the latest (and smallest) was established in 1990 when a former agricultural college was granted university status to become Lincoln University.

The total student population is about 75,000 of which 80% are internal and 20% study externally. Approximately 30% of students study part-time and the overseas student population numbers are 5000.

The University component of the tertiary education system in New Zealand is complemented by 24 polytechnics which concentrate on vocational education, especially in the technical and trade areas, but with an increasing broad range of subjects at various levels.

The distribution by size of student population of the 7 universities is shown in Table 2.

Number of students	Number of Universities
2000 to 5000	1
5001 to 10,000	2
10,001 to 15,000	3
over 15,000	1

Table 2.: Size of New Zealand University by Student Population.

UNIVERSITY LIBRARIES IN AUSTRALIA

Probably the main characteristic of university libraries in Australia is diversity. They range in size from Sydney University with over 4 million volumes being the only one to

rival the sort of size common in university libraries in the United States, through the next largest group at around 1.5 million volumes to a small number with less than 0.25 million volumes. Most of the larger libraries have some sort of branch or departmental structures. Attempts to reduce the number of separate libraries has been the norm but the recent round of mergers has introduced a generally much more complicated structure for most university libraries.

The number of professional librarian positions varies from less than 10 to a top of about 80. The distribution amongst the 33 survey respondents is shown in Table 3.

Number of Librarians Employed	Number of Universities
less than 10	3
10 to 25	6
26 to 50	17
51 to 75	5
over 75	2

Table 3.: Number of Librarians Employed in Australian University Libraries

UNIVERSITY LIBRARIES IN NEW ZEALAND

Three of the seven university libraries in New Zealand have collections of over 1 million volumes with the largest being just over 1.5 million. The Hocken Library which is part of the University of Otago library system deserves particular mention.

The Hocken Library is a major collection of Pacific and New Zealand material with particular emphasis on the South Island of New Zealand.

The survey questionnaire was sent out to the 7 university libraries and also to the Hocken Library. Seven responses were received including one from the Hocken Library.

Australia and New Zealand are very well served by an annual compilation of Library Statistics for university and college libraries which is prepared by Curtin University of Technology and appears as a Supplement to "Australian Academic and Research Libraries" in the third issue of each year. This allowed Table 4 to be completed to show the number of professional librarian positions in all 7 universities.

Number of Librarians Employed	Number of Universities
10 to 25	2
26 to 50	4
51 to 75	1

Table 4.: Number of Librarians Employed in New Zealand University Libraries

Other survey results included later in this report are from the survey respondents, so exclude the one university which did not respond and include the Hocken Library giving a total of 7 responses.

INVOLVEMENT OF LIBRARIANS IN RESEARCH

My brief is to comment on the research activity of librarians employed in academic libraries in Australia and New Zealand.

In carrying out research into the subject all university libraries in Australia and New Zealand were surveyed. The survey questionnaire is included as Appendix 1. Respondents were asked in the covering letter (Appendix 2), to take "the broadest possible view of research and certainly include development activity." It is commonly a matter of debate as to what is or is not research but the following simple definition should suffice for most purposes.

Research usually involves trying to find an answer to a question and requires diligent and systematic enquiry or investigation in order to discover the necessary facts or principles.

Questions for which answers are being sought in a working university library environment will usually be of the basic type "what should we be doing?" or "are we doing it right?". Outcomes will often provide a basis for justifying a decision to change or not change as the case may be. Decisions are only as good as the information they are based on is a premise which we as librarians and information service deliverers would want all our clients to abide by. It is no less important for us as professionals and managers.

Research in its broadest sense needs to be an integral part of the operations of organisations as complex as the university libraries we are a part of. The goals of such research effort are summarised in the policies of two Australian University Libraries as follows:

QUEENSLAND UNIVERSITY OF TECHNOLOGY

- Improved service through informed decision making and innovation
- Fostering a research orientation amongst its staff
- Professional development of staff through practice of research
- Advancement of librarianship - appropriate objective for a library that sees itself as a leader in the field.[4]

CURTIN UNIVERSITY OF TECHNOLOGY

- To facilitate excellent library management by conducting R & D projects as determined by Library Management
- To contribute to staff development by encouraging staff expertise in R & D
- To increase the significance of R & D findings by maintaining communication with other library researchers in Australia and overseas.[5]

In a report commissioned by the Higher Education Council of the National Board of Employment, Education and Training published in 1990 with the title "Library Provision in Higher Education Institutions" consideration of research resulted in a recommendation that:

Recommendation 4.3:

(f) All higher education libraries provide a minimum of 0.5 per cent of the total recurrent budget for research and development which is in support of their planning

objectives and that libraries or library systems with more than 100 staff use such provision to create at least a half-time staff position for research and development.[6]

The report noted that only three Australian higher education libraries have designated a member of staff as responsible for applied research and development. It is perhaps a matter for individual judgement by the managers of libraries to determine if their research goals are best met by designating a position or by more selectively involving a larger group of librarians. Two questions in the survey were answered as follows:

Q3. Does your library have a position or positions designated as Research Librarian in name or assigned duties?

	Yes	No	Total	% Yes
Australia	11	22	33	33%
New Zealand	1	6	7	13%

Q4. Do you have librarians (other than those identified in Q3.) involved in doing research?

	Yes	No	Total	% Yes
Australia	27	6	33	82%
New Zealand	5	2	7	71%

Only one library in Australia and two in New Zealand reported no library staff involvement in doing research. Further division of those results by the number of librarians employed shows that designated positions are more likely amongst the larger libraries but that involvement by other staff is fairly even across libraries of all sizes and usually involves two or

more staff on a part-time basis. Details are shown in Appendix 3 and Appendix 4. Designated positions are predominantly at Senior Librarian level, there being only two exceptions at middle level and two at base-grade, with one of those being a second position in a library which also has a Senior Librarian. Involvement by other librarians is more evenly spread across upper, senior and middle grades but with still relatively little involvement by base-grade librarians.

INCENTIVES AND SUPPORT FOR INVOLVEMENT IN RESEARCH

The survey asked the question "What incentive or impetus is provided to support research by librarians?" and provided a number of options relating to promotion, development, accountability and finance with an invitation to tick as many options as appropriate and to add others as necessary. The results are shown in Table 5.

	Incentive	Number of Australian Libraries	Number of New Zealand Libraries
PROMOTION	Essential activity for promotion	0	0
	Desirable activity for promotion	11	3
DEVELOPMENT	Achievement of organisational goals	26	3
	Support for conference attendance	22	1

	Public acknowledgement/ credit for work done	23	2
	Achievement of individual staff development goals	21	2
ACCOUNTABILITY	Performance measure surveys	15	2
	Directed by University/ College administration	2	1
FINANCE	Raising revenue through consultancies	11	-
OTHER	Funding provided to researcher	2	-
	Financial compensation to department	1	-
	Higher degree qualification	3	-
	Support for student research	1	-
	Publication	1	-
	Cooperation with other libraries	1	-
		140	14

Table 5: Incentives Provided For Involvement In Research

As will be seen from the data in Table 3 and from the brief details of research projects provided in Appendix 5 the major impetus for research activity is development. The increasing demands for accountability and productivity makes the establishment of organisational development and staff development goals a necessary and routine activity. Research is required to

establish base-line data and comparative data. Innovations need to be evaluated and priorities established. Managers and staff need to be better informed. So the most often quoted reason for carrying out research is the achievement of organisational goals. The group of incentives which apply to the development of the individual are also strongly represented in the responses, these being conference attendance, public acknowledgement and achievement of individual staff development goals. Clearly the establishment of a research oriented environment in university libraries is regarded as desirable and achievable. This seems to be more strongly the case in Australia than in New Zealand.

Research activity by librarians in Australia and New Zealand is not crucial to promotion but could be a useful factor. There is certainly no imperative to publish or perish. Some of the factors under OTHER in Table 5 may have drawn a higher hit rate had they been included amongst the options listed in the original questionnaire. This is probably especially the case for research being undertaken as part of a higher degree qualification.

One particularly interesting case involves compensation being provided to the department of the person undertaking research. This takes the pressure off the department and the researcher and reduces the need for the researcher to revert to normal duties. If this arrangement can be combined with funds

being provided to the researcher to meet research costs the situation exists for research to be accorded appropriate priority amongst conflicting workload pressures.

A "typical" library would expect to provide a range of incentives with the average number being four in Australia but fewer in New Zealand. The distribution is shown in Table 6.

Number of incentives for research	Number of Australian Libraries	Number of New Zealand Libraries
0	1	2
1	2	1
2	3	2
3	5	1
4	8	-
5	6	-
6	3	1
7	3	-
8	2	-

Table 6: Range Of Incentive For Involvement In Research

FUNDING AVAILABLE FOR RESEARCH

Almost all of the cost of undertaking research in Australian and New Zealand University Libraries is met from within the library budget. There were no examples of alternative sources of funding identified in the responses from New Zealand.

The responses to the question "What sources of funding have been available to support research by your librarians?" are shown in Table 7.

Source of funding	Number of Australian Libraries	Number of New Zealand Libraries
From within library's own budget	30	6
Earmarked funding from organisation - library initiated	4	0
Earmarked funding from organisation initiative	5	0
Consultancies conducted on behalf of other organisations	10	0
Government Grants	7	0
Grants from non-government organisations	3	0
Grants (not earmarked) from own organisation	1	0
Joint funding with another part of organisation	1	0
Total	61	6

Table 7: Sources Of Funding For Research

In only one case is the Library treated by its University as an academic department in the distribution of internal research grants. In that case all librarians are academics and unearmarked grants are provided on a pro-rata basis. Funds are then distributed at the discretion of the Library and are used as

an incentive to allow librarians of all grades to develop research skills. The researchers department is paid compensation for the loss of the employees' time.

There was also only one case reported of "joint funding with another part of the organisation" although "earmarked funding from the organisation" could also have included joint projects.

The difficulty of attracting research funds through normal university grants procedures was highlighted in comments by the Queensland University of Technology Library.

> "It has also been observed that academically aligned or general staff are not encouraged to apply for Australian Research Council grants, and when this has been done the Australian Research Council has queried the application. This preoccupation with academic research has filtered down to the Queensland University of Technology funding allocation process. Few Library staff are academically aligned, so their general staff status poses an even greater barrier to success in attaining such research funds. In fact, the only feasible route is to ally oneself with a respected academic and submit a joint application. Given these factors, in the first instance, any Library-based research at Queensland University of Technology is almost certain to be funded by the Library itself or possibly through an outside agency but not one in the more competitive arenas."[7]

There are some examples of university libaries being successful in attracting major government grants for research projects. One library reports a grant of $84,000 to study the service requirements of postgraduate distance education students. The study includes coverage of user education requirements and electronic delivery of resources and services. Outcomes have included video and computer-aided learning programs.

Within the profession there is very little funding available. The National Library of Australia and the National Library of New Zealand do not have funds available for research programs other than for those conducted by their own staff or related to their own Library. The establishment of a program of research support is, however, on the agenda for the NLA as reported by the Director-General, Warren Horton.

> "The Library has also recently signalled publicly its interest in again taking a significant role in research issues affecting the library community, and how we might best do this in cooperation with other bodies is being discussed within the organisation. We would certainly not rule out the possibility of significant funding..."[8]

The Australian Council of Libraries and Information Services (ACLIS) is an organisation funded by member organisations and the NLA. ACLIS does fund research but that is largely restricted to research relevant to its own agenda. The Australian Library and Information Association (ALIA) has from time to time considered the feasibility of establishing a research foundation but so far without a positive result. ALIA does provide annual study grants.

The second most common source of funds reported, and one becoming increasingly expected of Universities and their libraries, is from consultancies. Consultancies can arise from other, usually large, libraries wishing to have some independent involvement in matters such as evaluation of performance or assessment of development options. At the other extreme they can

arise from private enterprise with no professional librarians who require advice on managing information resources. A third source of consultancy funding arises from the need to collect and analyse national data on cooperative activities. The ACLIS agenda to develop the distributed national collection has resulted inconsultancy work in relation to conspectus, collection development policies, preservation and interlibrary loans.

Most libraries reported having only one or two sources of funding to support research with a few reporting as many as four. Table 8 gives the distribution.

Number of sources of funding reported	Number of Australian Libraries	Number of New Zealand Libraries
0	2	1
1	11	6
2	13	-
3	4	-
4	3	-

Table 8: Range Of Funding Sources

Research Project Details

A few universities are well known for a long history in designating positions for research, conducting research and publishing results. Notable amongst those are the Australian National University and Curtin University of Technology. At the

other extreme some are reluctant to recognise their routine investigations as ressearch. Comments along those lines included:

> "Investigations and surveys were undertaken as part of normal duties e.g. surveys of usage, user preferences, etc. The latter received recognition and minimal assistance by way of time, secretarial assistance, etc., but this could not be construed as 'incentive or impetus'."
>
> "We have no projects under way at present other than what I would consider a research attitude applied to normal work, part of an overall progressive attitude- for example library performance evaluations to address such questions as "what does it cost to do it this way?" or "how does our performance (in throughout, turnaround time...) measure up to our standards", and feedback studies for student and academic staff."
>
> "Most of research related to small projects associated with achievement of library goals. Not significant enough individually but in total equivalent of about 50% of one staff member's time over a year"

In order to get information on as many research projects as possible the survey accepted details of research in any form available. Translation into a standard form was not always possible. If all libraries had interpreted research as widely and had reported as extensively as the library which reported on 19 projects then involvement in research could have ben concluded to be significant. Appendix 5 gives only very brief details to provide the flavour of the type and extent of research undertaken in university libraries in Australia and New Zealand.

In all, 89 projects were reported by Australian libraries and 8 by New Zealand libraries. Distribution by number of projects is shown in Table 9.

Number of projects reported	Number of Australian Libraries	Number of New Zealand Libraries
0	9	-
1	9	-
2	3	1
3	1	-
4	7	-
5	1	-
6	0	1
7	1	-
12	1	-
19	1	-

Table 9 : Number Of Projects Reported

Research activity seems to be driven by a desire for improvement often related to performance accountability. The research action has been categorised in Appendix 5 into service related research (48 projects), research relating to collections including adequacy and preservation (19 projects) and research into workloads and work methods (19 projects). Activity which doesn't fit those three categories is included together under 'other' (11 projects).

Just 53% of the reported projects had either been published (36) or were planned for publication (15). Over one quarter had not been recorded in any way (26) and the remainder were the subject of in-house reports about which other university libraries would not normally get to hear.

Investigation of user action or user needs, or more general user studies provides the most frequently adopted research

technique. Information technology evaluation, experimentation or development is another popular area for research activity. Collection monitoring to review value as against cost and workload analysis for interlibrary loans are other topics which are investigated fairly regularly.

CONCLUSION

Research activity by librarians in Australia and New Zealand university libraries is alive and well. Research is not a necessary activity for career advancement but is increasingly being regarded as partof an appropriate professional environment for individual and organisational development.

Research activity mostly arises from the need to achieve goals set as part of the library management and planning processes. The cost of carrying out the research is usually met from the library budget. There are,however, some encouraging signs that research by librarians is rising in status and that traditional channels of research funding may open up to librarians.

The results of research are frequently not published and are often regarded as of insufficient importance or only of local interest. There is interest in Australia insetting up a mechanism for collecting and disseminating information about research activity in libraries to catch unpublished work. A pilot project in Western Australia, funded by the Australian Council of

Libraries and Information Services, has been completed recently? and recommended that ACLIS should support the collection of data on research, including informal research, that the project be extended across Australia and that options for publishing the date be explored. If such an exercise is undertaken there seems no reason why it should not be extended further to include New Zealand.

The future of research by librarians in academic libraries in Australia and New Zealand looks likely to involve more librarians, some but not all with research as a designated responsibility. Librarians need not only to be doing research but to be seen to be doing research to raise the profile within their institutions. Quality research will lead to more doors opening for funding from sources which traditionally excluded librarians. The focus of research will remain associated with the planned development goals and accountability. Methodologies and expertise will improve as results are shared through publication or at least listing of activity. More research projects will involve cooperation between two or more libraries. There is indeed a very positive future to look forward to.

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SURVEY OF RESEARCH ACTIVITY BY LIBRARIANS IN ACADEMIC LIBRARIES IN AUSTRALIA AND NEW ZEALAND

This response is from:

Please amend if any change is required to the above name and address.

1. **Size of Institution**

The number of students (total equivalent full time) is: (PLEASE TICK ONE BOX)

less than 2000	☐
2000 to 5000	☐
5001 to 10,000	☐
10,001 to 15,000	☐
over 15,000	☐

2. **Number of librarians employed** (PLEASE TICK ONE BOX)
(Note: Librarians only **not** total library staff)

less than 10	☐
10 to 25	☐
26 to 50	☐
51 to 75	☐
over 75	☐

3. **Does your library have a position or positions designated as Research Librarian in name or in assigned duties?**

Yes	☐
No	☐

4. **Do you have librarians (other than those identified in Q3) involved in doing research?**

Yes	
No	

5. **Please indicate the classification grouping of persons identified in Q.3 and Q4**

	Q3	Q4
Upper Management		
Senior Librarians		
Middle level librarians		
Base-grade librarians		
Total		

Please write fractions of persons in the appropriate boxes

6. **What incentive or impetus is provided to support research by librarians?**
TICK AS MANY BOXES AS APPROPRIATE.

PROMOTION	Essential activity for promotion	
	Desirable activity for promotion	
DEVELOPMENT	Achievement of organisational goals	
	Support for conference attendance	
	Public acknowledgement/credit for work done	
	Achievement of individual staff development goals	
ACCOUNTABILITY	Performance measure surveys	
	Directed by University/College administration	
FINANCE	Raising revenue through consultancies	
OTHER	Please provide details below	

DETAILS OF OTHER or any additional comments:

7. **What sources of funding have been available to support research by your librarians?**
PLEASE TICK AS MANY AS APPROPRIATE.

From within library's own budget	☐
Earmarked funding from organisation - library initiated	☐
Earmarked funding from organisation - organisation initiated	☐
Consultancies conducted on behalf of other organisations	☐
Government Grants	☐
Grants from non-government organisations	☐
Other	☐

DETAILS OF OTHER or any additional comments:

THANK YOU FOR YOUR ASSISTANCE

If you have identified any involvement in research by your librarians please provide details of individual projects using the proforma provided or any other format if more convenient (Coverage sought is the last 5 years, 1987 - 1991).

Please return completed questionnaire by **6th December, 1991** to:

Colin Taylor
Chief Librarian (City, Levels and Whyalla Campuses)
University of South Australia
THE LEVELS SA 5095

UNIVERSITY OF SOUTH AUSTRALIA

APPENDIX 2

LEVELS CAMPUS LIBRARY

30 September, 1991

Dear Colleague,

Survey of Research Activities by Librarians in Academic Libraries in Australia and New Zealand

I have been invited to address the American College and Research Libraries Conference in April 1992 on the topic of Research and Academic Librarians in Australia and New Zealand. I will be one of a number of overseas speakers brought together to give a global view on the topic.

To allow me to present the most comprehensive and up to date picture I would be greatly assisted if you would be kind enough to complete and return the enclosed survey questionnaire.

Section A covers some general issues about support for and activity in research in your library. Section B seeks detail of research conducted over the past 5 years 1987 to 1991. I have provided a proforma which can be copied but I would be pleased to receive details in any format you have available, including summary form, if that would be more convenient.

Please take the broadest possible view of research and certainly include development activity. "Try it and see" is after all a legitimate form of experimental research!

Thank you for your cooperation and I look forward to receiving your completed survey by 31st October, 1991.

Yours sincerely,

COLIN R. TAYLOR
Chief Librarian
(City, Levels and Whyalla)

The Levels
Pooraka
South Australia
5095

Box 1 PO
Ingle Farm
South Australia
5098

Telephone
(08) 302 6611
Telex
ITECA AA 82565
Facsimile
XXXXXXXX
(08) 302.3382

Att.

Size of Library as indicated by Number of Librarians Employed

		Less than 10		10 to 25		26 to 50		51 to 75		More than 75		Total	
		Aus	NZ	Aus	NZ	Aus	NZ	Aus	NZ	Aus	NZ	Aus	NZ
Research librarian position or duties designated	Yes	1	-	1	1	5	0	3	0	1	-	11	1
	No	2	-	5	2	12	3	2	1	1	-	22	7
	Total	3	-	6	3	17	3	5	1	2	-	33	8
	% Yes	50%	-	17%	33%	29%	0%	60%	0%	50%	-	33%	13%
Employment level of person designated	Upper Management											0	0
	Senior	1			1	4 *		2		1		8	1
	Middle					1		1				2	0
	Base-grade			1		1 *						2	0
	Total	1		1	1	6		3		1		12	1

* 2 designated positions in 1 library

Size of Library as indicated by Number of Librarians Employed

		Less than 10		10 to 25		26 to 50		51 to 75		More than 75		Total	
		Aus	NZ	Aus	NZ	Aus	NZ	Aus	NZ	Aus	NZ	Aus	NZ
Staff involvement in research (other than designated positions)	Yes	2	-	4	2	15	2	4	1	2	-	27	5
	No	1	-	2	1	2	1	1	0	0	-	6	2
	Total	3	-	6	3	17	3	5	1	2	-	33	7
	% Yes	67%	-	67%	67%	88%	67%	80%	100%	100%	-	82%	71%
Employment level of persons involved	Upper Management	2	-	4	1	11	1	2		1	-	20	2
	Senior	2	-	4	2	14	2	6		2	-	28	4
	Middle	1	-	2	3	13	1	6		1	-	23	4
	Base-grade	1	-	1	1	7	-	1		1	-	11	1
	Total	6	-	11	7	45	4	15	1*	5	-	82	12

* not designated

Note: All involvement is fractional time but it was not possible to quantify that from the data supplied. Also in cases where only a tick was recorded this was taken to mean only one person, which is probably an underrepresentation of involvement.

BRIEF DETAILS OF RESEARCH PROJECTS REPORTED

SERVICES:

		Question/concern	Action	Outcome	Published
USE	**General**	Access and usage in coop with other Uni libraries	User survey	Unclear	Yes, Report
		Use and non-use of library	Survey of random sample of students and academic staff	Not implemented	Published report
		Use of library facilities and services	Questionnaire on seating and services	Negotiations for space Promotion of services	Journal article
	By time	Weekend use/service	User survey comments on service	?	In-house report
		Weekend users activity	-	-	?
	By group (primary clientele)	Library use by 4th yr Civil Engineering students	Questionnaire	Advertise user education classes	In-house report
	By group (external clientele)	Secondary/external clientele	User survey 1987 + repeat in 1991	Estimates of workload and impact on primary clientele	In-house report
		Enquiries by patients in Medical Library	Survey of number and type of enquiries	Data to monitor changes act on primary clientele	In-house report
		Use by high school students	Collection of data showing use by high school students	Library policy, liaison with schools, better service at Ref. Desk	Journal article (possible)
	By activity	Seating occupancy	Survey	management decision making	Not yet
		Seating occupancy	-	-	?
	By success/ failure	Success rate for users	Measure of success of users in finding specific items	Comparison with survey 10 years earlier	Journal article
USER EDUCATION	**General**	User education evaluation	Student user questionnaire	Program revised	In-house report
		Academic staff perceptions of students information competencies	Survey of academic staff	Objectives and methods clarified and developed in relation to teaching role of library staff	No

SERVICES:

		Question/concern	Action	Outcome	Published
	Higher degree (and Distance Education)	Higher degree students retrieval and m'ment of information	Q'naire to students and supervisors	Advanced Information Retrieval Course	In-house report
		Service to postgraduate distance education students	$84,000 Government grant to study p/g requirements incl. user education & electronic delivery	Improved service, video and CAL program	Not yet
	Overseas students	User ed. for overseas students	Needs study	Strategy for action	Conference proceedings
OPAC	**General**	OPAC user behaviour	-	-	?
	Networking	Network OPAC effectiveness	User survey of problems	Recommendations implemented	Yes, Journal
	Subject headings	Enhanced subject access to cat.	Testing	Decision not to proceed	None
		LCSH headings for aboriginal studies	Use testing in relation to practical application	Improved subject access for Aboriginal Studies	Journal article
		Subject searching at OPAC	Investigate ways of increasing use of subject searching. Measures before and after change.	OPAC modified to display subject headings in brief record display	Journal article (possible)
		LCSH reference structures and OPAC's	Survey library practices in the online environment	Suggestions for labour options to providing access to syndetic structure of LCSH	Journal article
INTER LIBRARY LOANS	**User Habits**	Why some users seek ILL's and others don't	Comparison of information seeking habits of 2 groups	Understanding of client motivation	Ph.D. Thesis in preparation
RESERVE COLLECTION	**User Needs**	Reserve and multiple copy service	Questionnaire to students Discussions, observations	Changes in organisation of reserve system	In-house report
OPENING HOURS	**User Needs**	Opening hours	Survey questionnaire	Information on optimum changes to opening hours	No

SERVICES:

		Question/concern	Action	Outcome	Published
INFORMATION SERVICES	**Reference Desk**	Info desk - user satisfaction - Libr. satisfaction	4 approaches questionnaire meetings	Adjustments to program	Journal and Conference
		Info desk program evaluation	?	Adjustments to program	MBA thesis
	User Needs	Postgraduate information seeking	P/G student survey of information needs and gathering	Identification of success in supporting research	In-house report plus journal (submitted)
		Information for tertiary education administrators	?	?	Masters thesis
	To Science/ Tech Parks	Services to Technology/Science Parks	Study tour to US/UK	Information on which to base local service	Published report and journal article
		Service to Science Park	Review of procedures in academic and state libraries	Recommendations for planning services	No
INFORMATION TECHNOLOGY	**Scholars workstation**	Scholars workstation for IT	Test communications interfaces	In progress	Yes, Journal
	Product evaluation	Evaluation of Current Contents on Diskette	To assess user acceptance	Subscription changed from hardcopy to diskette	In-house report
		Evaluation of Business Periodicals Ondisc	-	-	?
	Networking	CD-ROM based information network	Study tour and evaluation of options	System ordered	Article in book
		Access to library catalogues via electronic networks	Needs of potential users investigated	Data for decision making on linking of NSW academic library catalogues	Journal article submitted
		Australian Academic & Research Network (AARNET) training mechanism	Development of training program	Training program designed for best use of AARNET	Workshop presentation
		Knowledge and use of AARNET	2 Unis survey	Establish need for library training service	?

SERVICES:

		Question/concern	Action	Outcome	Published
	Computer aided learning	Electronic Library Guide	Hypertext software and imaging used	Touch screen electronic library guide	Masters thesis and Conference proceedings
		Expert system for common reference questions	Developing system using VP-Expert	Intended use of expert systems in future	No
	Electronic delivery	Service to postgraduate distance education students	$84,000 NPR grant to study p/g requirements incl. user education & electronic delivery	Improved service video and CAL program	Not yet
	Database development	In-house databases	Feasibility study for specialised databases	New databases in future	No
PLANNING	**Performance/ success indicators**	Evaluation of performance indicators	Survey to measure 6 (of 13) performance indicators in strategic plan	Baseline measures for comparison as goals implemented	In-house report plus journal article submitted
		Critical success factors	Managers identify success factors for service - consensus to arrive at library wide view	Identified factors for future investigation of performance measures	Masters thesis in preparation
	User involvement	User involvement in library strategic planning	Group discussion and questionnaire	Results taken account of in strategic planning	Journal article
INDEXING		Specialised index	Preparation of index to 20th Century women's magazines	Source document for Australian social history	1993
		Newspaper indexing	Feasibility study of cooperative indexing of NZ newspapers	Proposal prepared Action?	Report

COLLECTIONS:

		Question/concern	Action	Outcome	Published
PRESERVATION		Physical condition	Sample	Increased attention to repairs program	Yes, Conference Proceedings
		Collection deterioration	Sample tested for brittleness pH and damage	Preservation program funded	In-house report
		Preservation of machine-readable records	Survey of all Univ. Librarians	Data for national decision making	Journal article in preparation
ACCOMMODATION		Planning shelving	Measuring shelving occupancy	Baseline data for planning shelving space requirements	No
ESTABLISHMENT		Establishment of Law Library	Investigation of costs Visits		In-house report
USAGE/ PERFORMANCE	**General**	Measuring collection performance (success in meeting clients' needs)	-	Development of performance indicators	Conference proceedings
		Collection usage	Range of studies ($25,000) across selection availability usage and ILL studies	More integrated approach to collection management	In-house report
		Availability of collection	Success/failure survey	Action plan to improve availability	In-house report
	Serials	Serials usage	Use survey/Annual	Decision database of usage by title	No
		Reference journal usage	Survey, shelf use 1987 + repeat 1991	Titles for cancellation /replacement	In-house report
		Use of major series of law reports	Measure use of report series	Duplication reviewed and collection devel policy measures established	In-house report
		Reference journal usage	Survey (~~follow-up to 19.31~~) by shelf recording	Title cancellation/ replacement	In-house report

COLLECTIONS:

		Question/concern	Action	Outcome	Published
USAGE/ PERFORMANCE	**By selection method**	Selection success rate	Success rate measured by usage	Data for individual selectors to use as basis for improvement	In-house report
		Subject librarians role in book selection	Comparison of use of books selected by librarians and academics	Justification for continuing role	In-house report
	Assigned reading	Student assigned reading availability	Comparison of course outline citations with library holdings	Database compiled. Improvement in adequacy of material in library	?
INTERLIBRARY LOAN ANALYSIS		Interlibrary loans and collection development	Analysis of ILL's, comparison with collection development policy	Tune collection development policy Reduce ILL requests	Journal article (possible)
FUNDS ALLOCATION		Allocation of book vote	Assessment of consistency and equity	Changes to allocations	In-house report
		Bookfund allocations	Investigation of formula approach to allocations	-	?
MAORI MATERIALS		Management of Maori materials	Compares Maori traditions with normal procedures	Model of inter-personal interaction to resolve differences	Masters Thesis (not yet published)

WORKLOADS, WORK METHODS:

	Question/concern	Action	Outcome	Published
ACQUISITIONS	Aust library suppliers performance measures	Comparison against criteria	Changed balance of suppliers	In-house student project
	Library supplier performance	Data analysis on vendor delivery, service and costs	Variation to distribution of orders placed	No
	Cost of monograph acquisition procedures	Alternative methods of establishing costs explored	Methodology established for unit costs	In-house report

WORKLOADS, WORK METHODS:

	Question/concern	Action	Outcome	Published
ACQUISITIONS (cont)	Expert system for journal evaluation	Evaluation of expert system and comparison with traditional method	Evaluation technique for planned expansion of journal collection	Conference paper planned
CATALOGUING	Automation of authority control in subject headings	?	?	Student project report
	Retrospective conversion	2 week experiment to fast-track entry	Funding and staffing requirements established	In-house report
	Cataloguing department procedures	Review to identify non-productive procedures	Changes to work flows and job packages	No
	Retrospective conversion procedures	Recording of procedures	Description of procedures documented	Journal article
INFORMATION SERVICES	Methods for user education	Feasibility study of modular competency based training	Pilot implementation planned	Conference paper planned
	Quality of reference work	Staff self-evaluation	Improvements implemented	In-house seminar
INTERLIBRARY LOANS	Costing of interlibrary lending	Participation in ACLIS study	ACLIS reviewed standard ILL charge	Report to ACLIS
	Cost of interlibrary loans	Costing study	Establishment of current costs to assist in national debate	Journal article
	ILL traffic patterns and charges	Data contributed to ACLIS project analysed locally	Guidelines confirmed as appropriate	In-house report
	ILL traffic patterns and charges	Data gathered on ILL activity across 3 states	Information for national decision making	Published report
	NZBN Interlibrary loan module	Test feasibility of using module	Module adopted	Journal article
	Interlibrary loan costs	Part of cost study across 10 libraries	Recommended charges	Report distributed

WORKLOADS, WORK METHODS:

	Question/concern	Action	Outcome	Published
GENERAL	Client-oriented service work environment	Evaluation of organisational change for quality service and innovation	Ongoing	Conference paper/ proceedings
	Lifecycle costing	Establish accurate costs in acquiring, processing, shelving, binding	Data for decision making	Not yet

OTHER:

Question/concern	Action	Outcome	Published
Information flow globally N→S	Study of librarians role in global information flow	Publication	Conference paper
Future of libraries	Study of perceptions of senior library managers		Journal article
Library building design	Preparation of monograph (commissioned work)	Publication	Monograph
Data for RFI for library system	-	-	?
Joint academic libraries network	Feasibility study for establishing computer network linking four libraries	Ongoing	N/A
Statistics for Australian and New Zealand academic libraries	100 statistics collected annually	Time series data	Annual Supplement to Journal
University libraries in developing countries	Assess level of need	Advance mechanisms for practical aid	Not yet
Integration of campus-wide services through communications technology	Study tour of North American universities	Identified models of services which could be adopted in Australia	Published report
Research work by academic librarians	Survey of all University Librarians	Analysis of trends Compilation of activity	Conference proceedings
Service in Parliamentary Library	-	Identified needs of Senators, members and personal staff	Published reports
Selection and evaluation of automated system	Search for system to run on VAX	ATLAS installed	Various papers distributed

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